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ABSTRACT

Details of the High School and Beyond's Second (1982) Follow-Up survey are presented. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the second follow-up. The former students were asked to complete a questionnaire detailing their post-high school activities. Technical aspects of the survey are documented, including the survey forms used, sample design and implementation, and the data collection and data processing procedures used in the base year survey and both followups. Details are also provided on the 1984 sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimates and precision. Completed cases for 1980 seniors numbered 10,925; for 1980 sophomores, 13,682. Data were collected from a mail survey. Items involved background information, education, military and other training, work experience, family characteristics, income, experiences and opinions, and life goals. New items included computer literacy and parental financial assistance for education. Appendices include the Second Follow-Up Questionnaires for Seniors and for Sophomores, correspondence, High School and Beyond database descriptions, and design effects and sampling errors. (GDC)

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High School and Beyond
Second Follow-Up (1982)
Technical Report

August 1985

Calvin Jones
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U.S. DEPARTMENT OF EDUCATION
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1. INTRODUCTION

The High School and Beyond (HS&B) second follow-up survey was conducted during the spring and summer of 1984. Young persons who, either as sophomores or as seniors, had participated in the base year survey in 1980 were contacted for the third time in 1984 and asked to complete a questionnaire detailing their activities since leaving high school. The purpose of this report is to summarize and document the major technical aspects of the second follow-up survey, including the survey forms employed, sample design and implementation, and the data collection and data processing procedures used in each of the three surveys. Users of the various HS&B data files should consult the data file user's manuals for more detailed information about the various surveys conducted to date. (See appendix D for a complete list of the public release data files available.) In addition, the second follow-up Sample Design Report provides detailed explanations of second follow-up sample selection, weighting procedures, sampling variances, and the implications of survey nonresponse for sample estimates and the precision of estimates derived from the sample.

This introductory chapter presents an overview of the entire High School and Beyond survey to ensure that users of the survey data are fully aware of the interrelationships among its many components.

1.1 Overview

1.1.1 NCES' Education Longitudinal Studies Program

The mandate of the National Center for Education Statistics (NCES) includes the responsibility to "collect and disseminate

statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974 - Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of high school students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The overall NELS program utilizes longitudinal, time-series data in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data are obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. Thus far, the NELS program consists of two major studies: The National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B). A third major study, to begin in 1988 and to continue throughout the decade of the 1990s, is currently being planned.

The first major study, NLS-72, began with the collection of comprehensive base year survey data from approximately 19,000 high school seniors in the spring of 1972. The NLS-72 first follow-up

survey added to the sample nearly 4,500 individuals who had been unable to participate at the time of the base year survey. Three more follow-up surveys were conducted in the fall and winter of 1974, 1976, and 1979, using a combination of mail surveys and personal and telephone interviews. The fifth follow-up survey will take place during the spring of 1986.

The second major survey, HS&B, was designed to inform federal and state policy in the decade of the 1980s. HS&B began in the spring of 1980 with the collection of base year questionnaire and test data on over 58,000 high school seniors and sophomores. The first follow-up survey was conducted in the spring of 1982, and the second follow-up survey in the spring of 1984. The HS&B third follow-up survey will be carried out in the spring of 1986.

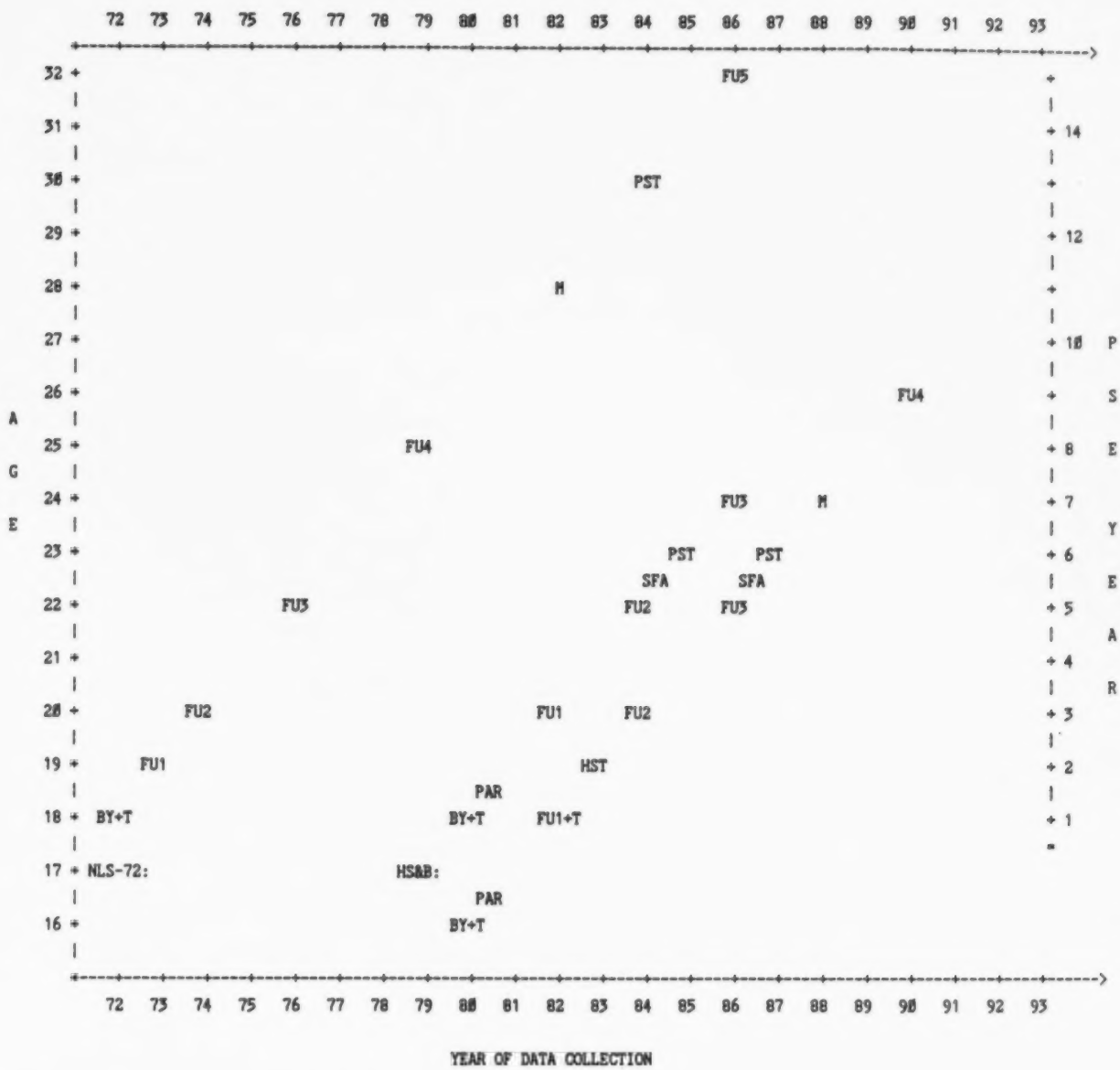
The three survey cohorts (NLS-72 seniors and the HS&B seniors and sophomores) are displayed in Figure 1 according to their initial and subsequent survey years and their modal age at the time of each survey. As shown, the NLS-72 seniors were first surveyed in 1972 at age 18 and have been resurveyed four times since, with the last survey occurring in 1979 when these young adults were about 25 years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. In particular, three types of comparison are possible.

First, the three cohorts may be compared on a time-lag basis (intercohort or intergenerational). For example, the high school seniors of 1972 and the high school seniors of 1980 and 1982 may be contrasted to determine changes over time in the composition, distribution and needs of high school seniors.

Second, fixed-time comparisons can be undertaken. For a given year, the data collection for each cohort can be viewed as a cross-sectional study. It will be possible, for example, to compare employment rates in 1986 of 22-, 24- and 32-year-olds.

The third type of analysis is longitudinal (within cohort) and is designated on Figure 1 by the diagonal lines. Because the history of the age cohort can be taken into account and modeled, analyses can be designed that isolate school and program effects from the effects of differential life experiences.

Figure 1. Research Design for National Education Longitudinal Studies



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base Year Data Collection
T = Cognitive Test Administration
FU1 = First Follow-Up Data Collection
FU2 = Second Follow-Up Data Collection
FU3 = Third Follow-Up Data Collection
HS&B = High School and Beyond: 1980
FU4 = Fourth Follow-Up Data Collection
FU5 = Fifth Follow-Up Data Collection
M = Maintenance of Address Data
PST = Postsecondary Education Transcripts
PAR = Survey of Parents
HST = High School Transcripts
SFA = Student Financial Aid Records

1.1.2 High School and Beyond and NLS-72

High School and Beyond was designed to build on the NLS-72 in three ways. First, the base year of HS&B included a 1980 cohort of high school seniors that was directly comparable to the 1972 cohort. Replication of selected 1972 student questionnaire items and test items made it possible to analyze changes that occurred subsequent to 1972 and their relationship to recent Federal policies and programs in education. Second, the introduction of a sophomore cohort provided data on the many critical educational and vocational choices made between the sophomore and senior years in high school, permitting a fuller understanding of the secondary school experience and its impact on students. Finally, HS&B expanded the NLS-72 focus by collecting data on a range of life cycle factors, such as family-formation behavior, intellectual development, and social participation.

1.2 History of High School and Beyond

1.2.1 The Base Year

The base year survey was conducted in spring 1980. The study design provided for a highly stratified national probability sample of over 1,100 secondary schools as the first stage units of selection. In the second stage, 36 seniors and 36 sophomores were selected per school (in schools with fewer than 36 in either of these groups, all eligible students were included). Special efforts were made to identify those students within the sample who were twins or triplets so that their co-twins or co-triplets could be invited also to participate in the study. (Data from non-

sampled twins and triplets are not included in the student data files, but are available in a separate Twin Data File which links questionnaire data for both sampled and non-sampled twins for special analyses.) Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the base year survey. (Detailed information about the samples can be found in the HS&B sample design report for the base year: Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report, NORC, 1981.)

Certain types of schools were oversampled to make the sample more useful for policy analysis. These included:

- public schools with high percentages of Hispanic students to ensure sufficient numbers of Cuban, Puerto Rican and Mexican students for separate analyses
- Catholic schools with high percentages of minority group students
- alternative public schools
- private schools with high-achieving students

The Hispanic supplement to the sample was funded jointly by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), and the Office for Civil Rights (OCR) within the Department of Education. An additional supplementary sample was drawn from students attending Department of Defense Dependents Schools (DoDDS) located overseas. DoDDS students are not included in the data tapes distributed by NCES, however.

Survey instruments in the base year included:

- school questionnaire
- student identification pages
- sophomore questionnaire
- senior questionnaire
- a series of cognitive tests for each cohort
- teacher comment checklist
- parent questionnaire (mailed to a sample of parents from both cohorts)

The student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. The student identification pages contained a series of items on use of, proficiency in, and educational experiences with non-English languages, as well as information which would be useful in locating students for future follow-up surveys. Cognitive tests administered to students measured both verbal and quantitative abilities. In addition, sophomore tests included achievement measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract and nonverbal abilities. Of the 194 test items administered to the HS&B senior cohort in the base year, 86 percent were identical to those given to the NLS-72 base year respondents.

School questionnaires, which were filled out by an official in each participating school, provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The Teacher Comment Checklist provided teacher observations on students participating in the survey. The

Parent Questionnaire elicited information about how family attitudes and financial planning affected postsecondary educational goals.

1.2.2 The First Follow-Up Survey

The first follow-up sample consisted of approximately 30,000 1980 sophomores and 12,200 1980 seniors. It retained the multi-stage, stratified, and clustered design of the base year sample. All students who had been selected for inclusion in the base year survey, whether or not they actually participated, had a chance of being included in the first follow-up survey. Unequal probabilities were compensated by weighting. NORC attempted to survey all 1980 sophomores (including base year nonrespondents) who were still enrolled in their original base year schools. Certain categories of 1980 sophomores no longer enrolled in their original schools were subsampled (see chapter 3) and certain categories were sampled with certainty.

The first follow-up survey also included all non-sampled co-twins (and triplets) who had been identified and surveyed during the base year, provided that the sampled twin was retained for the follow-up. However, non-sampled twins were not included in the probability sample and were not weighted. Their data appear only on a separate Twin Data File. As in the base year survey, the Hispanic Supplement to the first follow-up was supported by OBEMLA and OCR.

A first follow-up school questionnaire was requested of all schools selected in the base year (including those schools that had refused to participate), with the exception of schools that

had no 1980 sophomores, that had closed, or that had merged with other schools in the sample. Schools that had received en masse transfers of students from base year schools were contacted to complete a first follow-up school questionnaire and to arrange student survey activities. These schools are not considered to be part of the probability sample of secondary schools and were not given weights. However, survey data from these schools are included in the first follow-up School Data File, and are available for merging with first follow-up student data.
The first follow-up survey included a sample of students from the Department of Defense Dependents Schools (DoDDS). All DoDDS base year participants currently living overseas were included in the DoDDS follow-up sample. However, sophomore cohort base year participants living in the U.S. were not contacted for the first follow-up DoDDS survey. DoDDS students were not part of the main probabililty sample and were not weighted.

For the senior cohort, a self-administered mail-back questionnaire was the basic method of data collection. Approximately 12,200 packets containing survey questionnaires, instruction sheets and incentive payment checks were sent to sample members during the first week of February 1982. Postcards with dual messages seeking a quick reply from nonrespondents and thanking early respondents for their cooperation were mailed during the third week following the initial mailout. Two weeks later, those who still had not responded were telephoned by trained telephone interviewers. Approximately 75 percent of the targeted senior cohort members completed and returned first follow-up questionnaires by mail. An additional 19 percent

completed the questionnaires by either in-person or telephone interviews (a variable indicating method of survey administration is included among the data for each follow-up survey). Respondents who completed the questionnaire via telephone interview were required to have a copy of the questionnaire in front of them while doing so, to keep their survey experience as similar as possible to that of the majority of respondents, who filled out the questionnaires themselves. Follow-up interviewing was halted in mid-July of 1982, after a response rate of 94 percent had been obtained.

For the sophomore cohort, first follow-up data were collected through group administrations of questionnaires and tests. The sophomore group administrations were conducted in either the sampled students' high school or an appropriate location off-campus. The location of the administration depended on the survey member's school enrollment status during the data collection period (February through May 1982). Group administrations were scheduled off-campus for sample members who were no longer attending the sampled schools. These individuals (e.g., transfer students, dropouts, early graduates) were contacted by NORC Survey Representatives and brought together in small groups of two to six participants. The same survey administration procedures were followed for both types of group administration.

1.2.3 The Second Follow-Up Survey

The second follow-up survey was conducted during the spring and summer of 1984. Probability samples of approximately 15,000 1980 sophomores and 12,200 1980 seniors were retained for the

second follow-up. The sample for the elder cohort was unchanged from that used for the first follow-up survey. The sample for the younger cohort was selected from among the 18,500 cases selected in 1982 for the High School Transcripts study. The sample design for the younger cohort was modelled after that used for first and subsequent follow-ups of the elder cohort in that subgroups of special relevance to education policy formation (high school dropouts, members of racial and ethnic minorities, those with data from the base year Parents Survey, those enrolled in postsecondary educational institutions, and so forth) were retained in the second follow-up with substantially higher probabilities than others. However, all individuals selected for the base year survey had a non-zero chance of retention in the second follow-up regardless of their participation in the base year or first follow-up surveys. (Further information about the sample design may be found in chapter 3, below).

As in prior survey rounds, the Office of Bilingual Education and Minority Language Affairs provided additional support for the Hispanic Supplement to High School and Beyond in order to increase the size of the Hispanic sample for special analyses.

For both cohorts, a self-administered mail-back questionnaire was the basic method of data collection. Packets containing survey questionnaires, instruction sheets and incentive payment checks were sent to sample members during the first week of February 1984. Two weeks later, postcards thanking respondents for their cooperation and requesting the cooperation of nonrespondents were mailed to all sample members. Two weeks after

the cards were sent, trained telephone interviewers called those who still had not responded and urged them to do so. When this failed, interviews were conducted by telephone or in person. Survey design required that respondents interviewed over the telephone and those interviewed in person have a copy of the questionnaire in front of them, to minimize bias due to the method of administration.

2. DATA COLLECTION INSTRUMENTS

Information on both cohorts has come primarily from questionnaires filled out by students, school administrators, teachers, and parents of students, supplemented by information on courses taught at sampled schools and the number of students enrolled in those courses. In addition, information from students' high school transcripts has been collected for the younger cohort, and information from students' postsecondary education transcripts and from financial aid records has been collected for the elder cohort. The survey instruments given to school officials, teachers, and parents, as well as the protocols and procedures governing the transmittal of information on course offerings and student transcripts, are described in the user's manuals for each of those data files. (See appendix D for a complete list of public release data files available from NCES.) Features of the student questionnaires used in the first three waves of High School and Beyond are described below. The actual questionnaires are reproduced in appendix A.

2.1 Base Year (1980) Survey

The base year senior and sophomore questionnaires were very similar. Approximately three-fourths of the items in each version were common to both. Most of the questions in both questionnaires focused on students' behavior and experiences in the secondary school setting. Also included were questions about employment outside the school, postsecondary educational and occupational aspirations, and personal and family background, and a small number of questions about personal attitudes and beliefs. In

addition, to facilitate the recontacting of students in later follow-up surveys, students were asked to provide complete addresses and telephone numbers for themselves and for some other person who would always know their whereabouts.

The cognitive test for the senior cohort was designed to overlap to a great degree both with the sophomore test and with the test used for the NLS-72 cohort. The senior test included the following:

Vocabulary (27 items, 9 minutes): used a synonym format.

Reading (20 items, 15 minutes): consisted of short passages (100-200 words) followed by comprehension questions and a few analysis and interpretation items.

Mathematics (33 items, 19 minutes): students were asked to determine which of two quantities was greater, whether they are equal, or whether there was insufficient data to answer the question.

Picture Number (15 items, 5 minutes): a test of associative memory consisting of a series of drawings of familiar objects each paired with a number. The students, after studying the picture number pairs, were asked to recall the number associated with each object.

Mosaic Comparisons (89 items, 6 minutes): measured perceptual speed and accuracy. Items required that small differences be detected between pairs of otherwise identical mosaics or tile-like patterns.

Visualization in Three Dimensions (16 items, 9 minutes): students were asked to visualize the shape which a flat piece of metal (represented by a line drawing) would assume if folded along specified lines, and to select this three-dimensional shape from a group of possible answers.

Questions about the test (5 minutes): students were asked how they felt about taking the test, and how important they thought the various abilities it measured would be to them later in life.

Sophomores also completed a battery of cognitive tests which are described briefly below:

Vocabulary (21 items, 7 minutes): used a synonym format.

Reading (20 items, 15 minutes): consisted of short passages (100-200 words) followed by comprehension questions and a few analysis and interpretation items.

Mathematics (38 items, 21 minutes): students were asked to determine which of two quantities was greater, whether they were equal, or whether there was insufficient data to answer the question.

Science (20 items, 10 minutes): based on science knowledge and scientific reasoning ability

Writing (17 items, 10 minutes): based on writing ability and knowledge of basic grammar.

Civics Education (10 questions, 5 minutes): based on various principles of law, government, and social behavior.

2.2 First Follow-Up (1982) Survey--Senior Cohort

2.2.1 1980 Senior Cohort First Follow-Up Questionnaire

Most of the items in the senior cohort first follow-up questionnaire can be traced to the base year senior questionnaire or to the NLS-72 fourth follow-up questionnaire. Content areas in the senior questionnaire included education (amount and type of postsecondary schooling completed, data on schools attended, school financing, educational expectations and aspirations, and non-school-based postsecondary training), work (labor force participation, detailed job histories, aspirations, military service), financial status (dependency, income), marital status (spouse's occupation, education, dependents), and demographics

(household composition, race, sex, ethnicity, and so forth). Questions on employment and schooling were constructed and arranged in an "event history" format in order to provide information suitable for analyses using advanced techniques for determining parameters of transition models.

Approximately 30 items in the instrument were identified as "critical" or "key" questions. Special efforts were taken to ensure that these items were not omitted by any respondent.

2.3 First Follow-Up (1982) Survey--Sophomore Cohort

2.3.1 1980 Sophomore Cohort First Follow-Up Questionnaire

The purpose of the sophomore cohort first follow-up questionnaire was to document secondary school experiences, especially shifts in attitudes and values since the base year, and to document work experiences and plans for postsecondary education. Almost all of the first follow-up questions had been asked in the base year; most were from the sophomore document, but many had appeared in the senior questionnaire only. Content areas included: education (high school program, courses taken, grades, standardized tests taken, attendance and disciplinary behavior, parental involvement, extracurricular and leisure activities, assessment of quality of school and teachers), postsecondary education (goals, expectations, plans, and financing), work/labor force participation (occupational goals, attitudes toward military service), demographics (parents' education, father's occupation, family composition, school age siblings, family income, marital status, race, ethnicity, sex, birthdate, physical handicaps), and

values (attitudes toward life goals, feelings about self, and so forth).

Approximately 30 items in the sophomore questionnaire were identified as "critical" or "key" questions, for which data were to be retrieved.

2.3.2 1980 Sophomore Cohort (Not Currently in High School) First Follow-Up Questionnaire

This questionnaire was designed for persons who had dropped out of high school. It focused on the reasons for dropping out and its impact on students' educational and career development. About a dozen of the items were developed especially for students who left school before completion; the remainder of the questionnaire was made up of items used either in the regular 1980 sophomore cohort questionnaire or the 1980 senior cohort instrument. Content areas included: circumstances of leaving school (reasons for leaving, evaluation of decision, plans for obtaining high school diploma or equivalent), participation in training programs and other postsecondary education, work (labor force participation, detailed job history, aspirations, Armed Forces service), financial status (dependency, income), marital status (spouse's education, occupation, dependents), demographics (parents' education, father's occupation, race, sex, ethnicity, date of birth), and other personal characteristics (physical handicaps, values, feelings about self).

2.3.3 Transfer Supplement

The Transfer Supplement was completed by members of the sophomore cohort who had transferred out of their base year sample

high school to another high school. All of the items in the Transfer Supplement were new items (except for a few that were taken from the school questionnaire). Content areas included: reasons for tranferring and for selecting a particular school, identification of school, location, grade respondent was in at time of transfer, entrance requirements, length of interruption in schooling (if any) and reason, type of school (general, specialized), size of student body, and grades. The supplement was brief, taking about 10 minutes to complete.

2.3.4 Early Graduate Supplement

The Early Graduate Supplement was developed for members of the sophomore cohort who graduated from high school ahead of schedule. It documented reasons for and circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other out-of-school survey members (i.e., dropouts, 1980 seniors.) Content areas included: reasons for graduating early, when decision was made (what grade), persons involved in the decision, course adjustments required, school requirements, and postsecondary education and work experience (the questions for the last area were identical to those in the senior cohort instrument). This supplement took about 10 to 15 minutes to complete.

The sophomore cohort completed the same set of tests as in the base year (see section 2.1 above).

2.4 Second Follow-Up (1984) Survey

2.4.1 1980 Senior Cohort Second Follow-Up Questionnaire

The second follow-up senior questionnaire contained many of the same items that were used in the first follow-up survey. Respondents were asked to update background information and to provide information about postsecondary education, work experience, military service, family information, income, and life goals. Event history formats were used for obtaining responses about jobs held, schools attended and periods of unemployment. New items included a limited series on computer literacy (e.g., use of computers and software, knowledge of computer languages), detailed information on financial assistance received from parents for pursuing postsecondary education (including measures of the components of student "independence/ dependence" as defined in federal regulations in force at the time), education and training obtained outside of regular school, college or military programs (on-the-job and other employer provided training), and periods of unemployment.

About 35 items in the second follow-up questionnaire were designated as "critical questions" for editing purposes. Respondents who omitted these items or who provided inconsistent data were called by telephone to obtain the missing data or to resolve inconsistencies.

2.4.2 1980 Sophomore Cohort Second Follow-Up Questionnaire

The second follow-up sophomore questionnaire included 71 questions clustered around nine major sections: background

information, education, other training, military experience, work experience, periods unemployed, family information, income, and experiences and opinions. By the time of the second follow-up, the majority of respondents were out of high school and enrolled in postsecondary school, working, or looking for work. Thus, as could be expected, the questionnaire differed substantially from those used for this cohort during the first two waves of HS&B.

The questionnaire asked for detailed information on as many as three schools attended after high school. Respondents indicated the kind of school attended; hours per week spent in class; the degree, certificate or diploma being sought; and requirements completed. Financial information included questions on tuition and fees and on scholarships. Data were gathered also on financial aid from parents to the respondent and to any siblings.

The survey also obtained a work history, including occupation, industry, gross starting salary, gross income, hours worked per week, length of time without a job, length of time looking for work, job training and job satisfaction.

Family information covered the spouse's occupation and education, date of marriage(s), number of children, and income and benefits received by both the respondent and spouse.

2.5 Postsecondary Education Transcript Survey

Although no survey forms were used, detailed procedures were developed for extracting and processing information from postsecondary school transcripts which were collected for all members of the 1980 senior cohort who reported attending any form

of postsecondary school in either of the follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance). Transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades and credits of every course attempted at each school attended were coded into hierarchical files with the student as the highest level of aggregation. These data will be released by NCES during the latter part of 1985. Data file user's manuals accompanying those tapes will describe the transcript data in detail.

2.6 Student Financial Aid Records

In addition to transcripts, student financial aid records for each member of the 1980 senior cohort who received financial assistance for postsecondary school attendance is being abstracted from records maintained by institutional financial aid offices and from the Pell Grant and Guaranteed Student Loan systems of records maintained by the U.S. Department of Education. These data are scheduled to be released by 1986 and will be fully documented in an accompanying data file user's manual.

3. SAMPLE DESIGN AND IMPLEMENTATION

3.1 Base Year Survey Sample Design[1]

In the base year, students were selected through a two stage, stratified probability sample with schools as the first stage units and students within schools as the second stage units. With the exception of certain special strata, which were oversampled, schools were selected with probabilities proportional to the estimated enrollment in their 10th and 12th grades. Within each school, 36 seniors and 36 sophomores were randomly selected. In those schools with fewer than 36 seniors or 36 sophomores, all eligible students were drawn in the sample. Sampling rates for each stratum were set so as to select in each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. As a result, some schools had a very high probability of inclusion in the sample (in some cases, equal to 1.0), while others had a very low probability of inclusion. The total number of schools selected for the sample was 1,122, from a frame of 24,725 schools with grades 10 or 12 or both.[2] Sampling strata and the number of schools selected in each are shown in table 3.1-1.

Substitution was carried out for schools that refused to participate in the survey, but there was no substitution for students who refused, whose parents refused, or who were absent on Survey Day and make-up days.[3] Substitution for refusal schools occurred only within strata. In certain cases no substitution was possible because a school was the sole member of its stratum. The realization of the sample by stratum is shown in table 3.1-2.

Table 3.1-1

High School and Beyond Base Year School Sample Selections

	Number
Special Strata (oversampled)	
Alternative public	50
Cuban public	20*
Cuban Catholic	10*
Other Hispanic public	106*
High performance private	12
Other non-Catholic private (stratified by four census regions)	38
Black Catholic	30*
Regular Strata (not oversampled)	
Regular Catholic (stratified by four census regions)	48
Regular public (stratified by nine census divisions; racial composition; enrollment; central-city, suburban, rural)	808
	1,122

*These schools were defined as those having 30 percent or more of enrollment from the indicated subgroup.

Table 3.1-2

High School and Beyond Base Year Sample Realization

Stage 1: Sampling of Schools

Stratum	Drawn in sample	Original schools*	Substituted schools	Total realized
Regular public	808	585	150	735
Alternative public	50	41	4	45
Cuban public	20	11	--	11
Other Hispanic public	106	72	30	102
Regular Catholic	48	40	5	45
Black Catholic	30	23	7	30
Cuban Catholic	10	7	2	9
High performance private	12	9	2	11
Other non-Catholic private	38	23	4	27
TOTAL	1,122	811	204	1,015

Stage 2: Sampling of Students

	Total drawn in sample	Absent, both Survey and Make-up days	Student refused	Parent refused	Partial materials missing**	Total realized
Number	70,704	8,278	1,759	223	2,174	58,270
Percent	100	12	3	-	3	82

*Includes additional selections made when schools were found to be out-of-scope.

**Unusable because critical survey materials missing.

3.2 First Follow-Up Survey Sample Design

All 1980 senior cohort students selected for the base year sample had a known, non-zero chance of being selected for the first and all subsequent follow-up surveys. The first follow-up sample consisted of 11,995 selections from the base year probability sample. This total includes 11,500 selections from among the 28,240 base year participants and 495 selections from among the 6,741 base year nonparticipants. In addition, 204 non-sampled co-twins or triplets (not part of the probability sample) were included in the first follow-up sample, resulting in a total of 12,199 selections. The sample design retained the essential features of a stratified multi-stage design; for further details, see Tourangeau, et al., 1983.[4]

Most of the sophomore cohort students selected for the base-year sample were retained in the first follow-up survey. Students (1980 sophomores) still enrolled in their original base year schools were retained with certainty, and the remaining sophomores were subsampled with various rates. In all, the sample numbered 29,737. Like the design for the senior cohort, the sophomore cohort first follow-up was a stratified multi-stage design.

3.3 High School Transcripts Sample Design (1980 Sophomore Cohort)

Subsequent to the first follow-up survey, high school transcripts were sought for a probability subsample of nearly 18,500 members of the 1980 sophomore cohort. The subsampling plan for the Transcript Study emphasized the retention of members of subgroups of special relevance for education policy analysis. Compared to the base year and first follow-up surveys, the

Transcript Study sample design further increased the overrepresentation of racial and ethnic minorities (especially those with above average HS&B achievement test scores), students who attended private high schools, school dropouts, transfers and early graduates, and students whose parents participated in the base year Parents' Survey on financing postsecondary education.

3.4 Second Follow-Up Survey Sample Design

The members of the senior cohort selected into the second follow-up sample consisted exactly of those who were selected into the first follow-up.

The sample for the second follow-up survey of the 1980 sophomore cohort was based upon the transcripts study design. Approximately 15,000 cases were selected from among the 18,500 retained for the transcript study. As was the case for the elder cohort, the younger cohort second follow-up sample includes disproportionate numbers of sample members from policy-relevant subpopulations (e.g., racial and ethnic minorities, students from private high schools, high school dropouts, students who planned to pursue some type of postsecondary schooling, and so on). Sample weights have been provided to compensate for differential selection probabilities and participation rates across all survey waves. Tables 3.4-1 through 3.4-4 present several alternative distributions of the second follow-up sample of the younger cohort.

Table 3.4-1

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Race/Ethnicity Typology

Student Status Category	Population Size N	Population Size % of Total	Second Follow-Up N	Second Follow-Up % of Total
Hispanic				
Cuban/Puerto Rican	89,674	2.4%	990	6.7%
High Achievement	85,762	2.3%	886	6.0%
Other Hispanic	299,802	7.9%	1,375	9.3%
Asian/Pacific Islander	46,835	1.2%	431	2.9%
Native American	48,418	1.3%	291	2.0%
Black				
High Achievement	84,544	2.2%	741	5.0%
Other	375,185	9.9%	1,295	8.7%
High Achievement/ Low-SES Whites	69,759	1.8%	388	2.6%
All Others	2,679,309	70.9%	8,428	56.8%
Total	3,779,288	100.0%	14,825	100.0%

NOTE: For this typology, sample members were assigned to ethnic or racial categories on a sequential or hierarchical basis. That is, individuals who reported Cuban or Puerto Rican origin or descent in either the base year or first follow-up were so classified in this typology. High achievement Hispanics were then classified among the remaining non-Cuban/non-Puerto Rican cases. (Since some Cubans and Puerto Ricans were also "High Achievement," the total number of high achievement Hispanics is larger than shown in this table. "Other Hispanics" were than classified from among all remaining cases not assigned to the two previous categories. This procedure was repeated sequentially for each remaining category in the table. The result is a distribution of mutually exclusive categories whose contents sum to the population or sample size. The distributions presented mask considerable overlap among groups within the sample (e.g., Blacks who are also Hispanic).

Table 3.4-2

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on First Follow-Up Student Status Indicator

Student Status Category	Population Size N	Population Size % of Total	Second Follow-Up N	Second Follow-Up % of Total
Currently (1982) Enrolled	2,755,522	72.9%	11,012	74.3%
Dropout	512,439	13.6%	2,584	17.4%
Transfer	330,393	8.7%	753	5.1%
Early Graduate	180,934	4.8%	476	3.2%
Total	3,779,288	100.0%	14,825	100.0%

NOTE: Categories presented above result from screening of cases for the first follow-up survey. Dropouts who returned to complete degrees have been flagged in the second follow-up composite variable HSDIPLOM, included in the public release data files.

Table 3.4-3

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Base Year School Type

Base Year School Type	Population Size N	Population Size % of Total	Second Follow-Up N	Second Follow-Up % of Total
Public	3,425,292	90.6%	11,724	79.1%
Catholic	229,106	6.1%	2,704	18.2%
Other Private	124,890	3.3%	397	2.7%
Total	3,779,288	100.0%	14,825	100.0%

Table 3.4-4

1980 Sophomore Cohort Second Follow-Up Sample
Distribution on Selected Individual Characteristics

Student Characteristic	Population Size N	Population Size % of Total	Second Follow-Up N	Second Follow-Up % of Total
Parent Data Available	364,011	9.6%	2,534	17.1%
Parent Data AND PSE Plans or High Achievement	175,791	4.7%	2,049	13.8%
Transcript Data	3,344,251	88.5%	13,024	87.9%
Twin Data*	39,984	1.1%	163	1.1%

NOTE: Row categories in this table are not mutually exclusive.

*Sampled twins only. An additional 275 non-sampled co-twins were included in the HS&B Transcripts Study. Approximately 140 non-sampled co-twins were retained in the second follow-up, yielding about 150 twin pairs.

3.5 Sample Weights

3.5.1 General Approach to Weighting

The general purpose of the weighting scheme is to compensate for unequal probabilities of selection (retention) for the base year and the follow-up surveys and to adjust for the fact that not all individuals selected for participation in the surveys actually participated. The weights are based on the inverse of the probabilities of selection through all stages of the sample selection process and on nonresponse adjustment factors computed within weighting cells. In this report, weights are shown separately for four subgroups: all second follow-up participants, second follow-up participants who participated in the base year and first follow-up surveys, second follow-up participants who took the senior test, and second follow-up participants who have transcript data. In addition to these four sets of weights, a raw weight, unadjusted for nonresponse in any of the three surveys, was also calculated and included on the data file. The raw weight provides the basis for analysts to construct additional weights, adjusted for the presence of virtually any combination of data elements (e.g., test scores, postsecondary school transcripts). Also included on the data file but not shown here are weights for base year participants and first follow-up participants.

Several different weights have been calculated to adjust for the fact that not all sample members have data for all instruments in all survey waves. Table 3.5.1-1 describes five of the weights calculated for the senior and sophomore cohorts. These weights

project to the population of approximately 3,040,000 high school seniors and 3,781,000 high school sophomores of 1980.

Table 3.5.1-1

Sample Case Weights

Weight	Applies to cases with:	Unweighted number of cases having these data: 1980 Seniors	1980 Sophomores
TRWT2	Second follow-up questionnaire data and transcript data	0	12,142
FU2WT	Second follow-up questionnaire data	10,925	13,682
PANELWT3	Base year, first follow-up and second follow-up questionnaire data	10,158	12,432
TESTWT2	Second follow-up questionnaire data and senior test data	9,458	10,786
RAWWT	All second follow-up selections	11,995	14,825

3.5.2 Weighting Procedures

The second follow-up weighting procedures consisted of two basic steps:

Step 1. Calculation of a preliminary follow-up weight based on the inverse of the cumulative probability of selection for the base year sample, first follow-up and (for 1980 sophomores) the subsample retained for the second follow-up survey. This new raw weight is simply the first follow-up raw weight adjusted for the probability of retention in the second follow-up survey.

Step 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for non-completion of an entire questionnaire or some combination of documents or surveys. (The exception is the raw weight, RAWWT, which is, by definition, unadjusted for nonresponse.)

These steps are described in more detail below.

Step 1: Calculation of raw weights. The first step in weighting the sample was to develop raw weights (RAWWT) based on the inverse of the probability of selection (retention) for the various follow-ups and supplemental studies. For seniors the raw weights are identical to the raw weights for the first follow-up sample (see Tourangeau, et al., 1983, chapter 3). For sophomores the raw weights for a case equals the raw weights for the transcript sample (Ibid, chapter 6) divided by the conditional probability of selection into the second follow-up given that the case was selected into the transcript sample.

Step 2: Nonresponse adjustment. In this step, the raw weights obtained in step 1 were multiplied by nonresponse ratio adjustment factors. Different factors were used to develop TRWT2, FU2WT, PANELWT3, and TESTWT2, but the approach is similar for each weight. Cases were distributed among weighting cells. Then within each weighting cell two sums of raw weights were computed: the first for all cases in the cell selected for the survey wave or combination of waves (Selections); the second for all cases in the cell for whom the specified combination of questionnaire, test and/or transcript data was collected (Participants). The ratio of the two sums (Selections over Participants) provided a factor used to expand the preliminary weight of each participant to compensate for the missing weights of those who were selected but did not participate. The raw weights of nonparticipants were multiplied by an adjustment factor of 0 to produce final weights of 0 (zero) for these cases. Thus, the nonresponse adjustment amounts to

distributing the preliminary weights of the nonparticipants proportionately among the participants in their weighting cells.

The weighting cells were defined by cross classifying cases by several variables. For sophomore weights FU2WT and TRWT2 the cells were defined by:

(1) Dropout status

- (1) non-dropout
- (2) dropout

(2) School type (for non-dropouts only)

- (1) regular public and alternative
- (2) Hispanic public
- (3) Catholic
- (4) private non-Catholic

(3) Sex

- (1) male
- (2) female

(4) Race

- (1) Hispanic
- (2) non-Hispanic black
- (3) non-Hispanic white and other

(5) Base year test quartile

for non-dropouts:	OR	for dropouts:
(0) no test data available		(0) no test data available
(1) lowest quartile		(1) below median
(2) second quartile		(2) above median
(3) third quartile		
(4) highest quartile		

For sophomore weights TESTWT2 and PANELWT3 the weighting cells were defined as above except that base year test quartile was not used.

For senior weight FU2WT the cells were defined by:

(1) Base year participation

    (1) Non-participant
    (2) Participant

(2) School type

    (1) Regular public and alternative
    (2) Hispanic public
    (3) Catholic
    (4) Private non-catholic

(3) Sex (for base year participants only)

    (1) male
    (2) female

(4) Race (for base year participants only)

    (1) Hispanic
    (2) non-Hispanic, black
    (3) non-Hispanic, white and other

(5) Base year test quartile (for base year participants only)

    (0) no test data available
    (1) lowest quartile
    (2) second quartile
    (3) third quartile
    (4) highest quartile

For senior PANELWT3 the cells were defined as above except that base year participation and base year test quartile were not used. For senior TESTWT2 the cells were defined as for PANELWT3 except that sex was ignored for cases who attended private schools.

3.6 Results of Weighting

As a check on the adequacy of the sample case weights, NORC analyzed the statistical properties of the weights and the effects of various weights on the composition of the second follow-up samples. Tables 3.6-1 and 3.6-2 show the mean,

variance, standard deviation, coefficient of variation, minimum, maximum skewness, and kurtosis for each of the weights calculated for the second follow-up survey.

Table 3.6-1

High School and Beyond Second Follow-Up
Statistical Properties of Sample Weights
Senior Cohort

Weight	RAWWT	PANELWT3	FU2WT	TSTWT2
Mean	253	299	278	321
Variance	69,496	91,109	88,103	106,579
Standard Deviation	264	302	297	326
Coefficient of Variation	1.04	1.01	1.07	1.02
Minimum	1.09	1.18	1.10	1.92
Maximum	1,081	926	1,621	1,001
Skewness	1.02	.912	1.242	.954
Kurtosis	-.396	-1.005	.681	-.896
Number of Cases	11,995	10,158	10,925	9,458

Table 3.6-2

High School and Beyond Second Follow-Up
Statistical Properties of Sample Weights
1980 Sophomore Cohort

Weight	RAWWT	FU2WT	PANELWT3	TSTWT2	TRWT2
Mean	255	276	304	351	311
Variance	57,703	71,600	66,279	89,571	91,016
SD*	240	268	257	299	302
CV*	.942	.968	.846	.854	.969
Minimum	1.45	1.45	1.67	2.33	1.45
Maximum	3,098	3,379	3,882	4,421	3,914
Skewness	2.38	2.81	1.78	1.81	3.28
Kurtosis	11.9	16.0	10.2	10.3	22.0
Number of Cases	14,825	13,682	12,423	10,786	12,142

*SD = Standard Deviation; CV = Coefficient of Variation.

3.7 Nonresponse Analyses

3.7.1 General Considerations

Nonresponse inevitably introduces some degree of error into survey results. In examining the impact of nonresponse, it is useful to think of the survey population as including two strata--a respondent stratum that consists of all units that would have provided data had they been selected for the survey, and a nonrespondent stratum that consists of all units that would have been survey nonrespondents. The actual sample of respondents necessarily consists entirely of units from the respondent

stratum. Sample statistics can serve as unbiased estimates only for this stratum; as estimates for the entire population, the sample statistics will be biased to the extent that the characteristics of the respondents differ from those of the entire population.[5] The bias may be expressed as:

$$\text{Bias} = \bar{Y}_R - \bar{Y} \qquad (1)$$

in which

$\bar{Y}_R$ = a parameter (e.g., a mean) characterizing the population of respondents

$\bar{Y}$ = the corresponding parameter characterizing the entire population

For many simple parameters, such as means and proportions, the population parameter ($\bar{Y}$) is a weighted average of the stratum parameters ($\bar{Y}_R$ and $\bar{Y}_{NR}$):

$$\bar{Y} = P(\bar{Y}_{NR}) + (1 - P)\bar{Y}_R \qquad (2)$$

P = the proportion of the population in the nonrespondent stratum.

It is evident from equations (1) and (2) that the nonresponse bias for an estimated mean or proportion depends on P and on the magnitude of the difference between respondents and nonrespondents:

$$\text{Bias} = P(\bar{Y}_R - \bar{Y}_{NR}) \qquad (3)$$

Nonresponse bias will be small if the nonrespondent stratum constitutes only a small portion of the survey population or if the differences between respondents and nonrespondents are small. P can generally be estimated from survey data using an appropriately weighted nonresponse rate.

In the High School and Beyond study, there were two stages of sample selection and two stages of nonresponse. During the base year survey, sample schools were asked to permit the selection of individual sophomores and seniors from school rosters and to designate "survey days" for the collection of student questionnaire and test data. Schools that refused to cooperate in either of these activities were dropped from the sample. Individual students at cooperating schools could also fail to take part in the base year survey. Unlike "refusal" schools, nonparticipating students were not dropped from the sample; they remained eligible for selection into the first and second follow-up samples.

Estimates based on student data from the base year survey include two components of nonresponse bias:

$$\text{Bias} = (\bar{Y}_{1R} - \bar{Y}) + (\bar{Y}_{2R} - \bar{Y}_{1R}) \qquad (4)$$

in which

$\bar{Y}$ = a parameter characterizing all students

$\bar{Y}_{1R}$ = the corresponding parameter for all students attending cooperating schools

$\bar{Y}_{2R}$ = the corresponding parameter for all cooperating students attending cooperating schools

The first component $(\bar{Y}_{1R} - \bar{Y})$ represents the bias introduced by nonresponse at the school level; the second component $(\bar{Y}_{2R} - \bar{Y}_{1R})$ represents bias introduced by nonresponse on the part of students attending cooperating schools. Each component of the overall bias

depends on two factors--the level of nonresponse and the difference between respondents and nonrespondents:

$$\text{Bias} = P_1(\bar{Y}_{1R} - \bar{Y}_{NR}) + P_2(\bar{Y}_{2R} - \bar{Y}_{2NR}) \qquad (5)$$

in which

P_1 = the proportion of the population of students attending schools that would have been nonrespondents;

$\bar{Y}_{1NR}$ = the parameter describing the population of students attending nonrespondent schools;

P_2 = the proportion of students attending respondent schools who would have been nonrespondents;

$\bar{Y}_{2NR}$ = the parameter describing this group of students.

The implications of equations (4) and (5) can be easily seen in terms of a particular base year estimate. On the average, sophomores got 10.9 items right on a standardized vocabulary test (see the 1981 Sample Design Report, p. A-4). This figure is an estimate of $\bar{Y}_{2R}$, the population mean for all participating students at cooperating schools. Suppose that sophomores at cooperating schools average two more correct answers than sophomores attending refusal schools ($\bar{Y}_{1R} - \bar{Y}_{1NR} = 2$); suppose further that among sophomores attending cooperating schools, student respondents average one more correct answer than student nonrespondents ($\bar{Y}_{2R} - \bar{Y}_{2NR} = 1$). The base year school nonresponse rate was about .30 (Frankel, et al., Sample Design Report, p. 93) and, among the sophomores, the student nonresponse rate was about .12 (p. 124). With these figures as estimates of P_1 and P_2, the bias can be calculated from equation (5):

$$\text{Bias} = .30(2) + .12(1) = .72$$

That is, the sample estimate is biased by about .7 of a test score point.

This example assumes knowledge of the relevant population means; in practice, of course, they are not known and, although P_1 and P_2 can generally be estimated from the nonresponse rates, the lack of survey data for nonrespondents prevents the estimation of the nonresponse bias. The High School and Beyond study is an exception to this general rule: during the first follow-up, school questionnaire data were obtained from most of the base year refusal schools and student data from most of the base year student nonrespondents selected for the first follow-up sample. These data provide a basis for assessing the magnitude of nonresponse bias in base year estimates.

The bias introduced by base year school-level refusal is of particular concern since it carries over into successive rounds of the survey. Students attending refusal schools were not sampled during the base year and have no chance for selection into subsequent rounds of observation. To the extent that these students differ from students from cooperating schools during later waves of the study, the bias introduced by base year school nonresponse will persist. Student nonresponse is not carried over in this way since student nonrespondents remain eligible for sampling in later waves of the study.

Chapter 4 of the first follow-up Sample Design Report describes the results of three types of analyses concerning nonresponse. Based on school questionnaire data, schools that participated during the base year were compared with all eligible

schools. Based on first follow-up student data, base year student respondents were compared with nonrespondents. Finally, student nonresponse during the first follow-up survey was analyzed.

In section 3.7.2 we analyze student nonresponse during the second follow-up. The school-level nonresponse bias in second follow-up estimates is just the carryover from base year school nonresponse, which was addressed by the earlier analysis.

3.7.2 Analysis of Second Follow-Up Student Nonresponse Rates

This section examines the antecedents and correlates of nonresponse. A few preliminary remarks on the bias resulting from nonresponse are nonetheless in order. First, it should be noted that school nonresponse has the same effect on base year and first and second follow-up estimates--students attending refusal schools were not sampled in the base year and have no chance of inclusion in the first or second follow-up. For this reason, the estimates presented in the first follow-up Sample Design Report (chapter 4, tables 4.1 and 4.3) serve as estimates of the bias due to school nonresponse for the base year, first follow-up, and second follow-up surveys. Second, student nonresponse was much lower in the second follow-up than in the base year survey; other things being equal, the bias due to student nonresponse should be correspondingly smaller (cf. Equation [5]). Overall, the weighted student nonresponse rate during the second follow-up was 8.3 percent in the sophomore cohort (versus 12.0 percent during the base year) and 9.6 percent among the seniors (versus 15.2 percent during the base year). Thus, it is reasonable to expect that bias in second follow-up estimates due to student

nonresponse is about 30 percent smaller than in base year estimates, where it is already small.

There were several causes of student nonparticipation in the second follow-up survey. Some students refused to cooperate; others could not be located or were unavailable at the time of the second follow-up survey; a few had died. Nonresponse rates were calculated in the usual way; the nonresponse rate is the proportion of the selected students (excluding deceased students) who were nonrespondents:

$$P = \frac{NR}{R + NR}$$

in which

P = the nonresponse rate

R = the number of responding students

NR = the number of nonresponding students

Nonresponse rates were calculated for each cohort by school- and student-level variables using both unweighted and weighted data. The weight used was RAWWT. (See section 3.5 for a complete description of the weighting procedures.)

An overall indication of the level of participation and nonparticipation in the base year, first follow-up, and second follow-up surveys is presented in table 3.7.2-1. This table presents frequencies and percentages of cases in each of eight cells. The totals presented in table 3.7.2-1 are not weighted.

Table 3.7.2-1

Participation Patterns for Base Year, First Follow-Up, and Second Follow-Up Surveys HS&B Sophomore and Senior Cohorts

Participation Pattern*			Frequency	Percent
Sophomore Cohort				
BY	1FU	2FU		
N	N	N	99	0.7
N	N	Y	27	0.2
N	Y	N	115	0.8
N	Y	Y	835	5.6
Y	N	N	200	1.3
Y	N	Y	397	2.7
Y	Y	N	730	4.9
Y	Y	Y	12,422	83.8
Total			14,825	100.0
Senior Cohort				
BY	1FU	2FU		
N	N	N	61	0.5
N	N	Y	22	0.2
N	Y	N	39	0.3
N	Y	Y	373	3.1
Y	N	N	313	2.6
Y	N	Y	372	3.1
Y	Y	N	657	5.5
Y	Y	Y	10,158	4.7
Total			11,995	100.0

NOTE: Counts refer to main samples only, excluding nonsampled co-twins.

*BY = base year survey, 1FU = first follow-up survey, 2FU = second follow-up survey, N = no, Y = yes

3.7.2.1 Student Nonresponse Rates: School Variables

This section examines nonresponse to the second follow-up for each cohort by school-level variables. Five variables are shown in table 3.7.2.1-1: school type, census region, level of urbanization, percentage of black enrollment, and average enrollment. Base year and first follow-up data were used to classify the schools.

Table 3.7.2.1-1 indicates that the highest nonresponse rate for the sophomore cohort occurred among alternative school students (21.4 percent) and the lowest among students at Catholic schools (6.3 percent). Among seniors, alternative public school students had the highest nonresponse rate (17.5 percent) and regular public school students the lowest (9.2 percent).

There is moderate variation in nonresponse by region, although in both cohorts, students selected at schools in the West show the highest rate of nonresponse (12.4 percent for the sophomores and 12.6 percent for the seniors). The nonresponse rates in the other regions are, for both cohorts, around 7 to 10 percent.

Table 3.7.2.1-1

Weighted Student Nonresponse Rates by Selected School Characteristics
(figures are percents)

Characteristic	Sophomore cohort	Senior cohort
Total population	8.3	9.6
School type:		
Regular public	8.2	9.2
Hispanic public	11.3	13.4
Alternative public	21.4	17.5
Non-Catholic private	10.0	13.2
Catholic	6.3	9.9
Region:		
Northeast	8.4	10.6
North Central	7.5	7.3
South	6.8	9.0
West	12.4	12.6
Urbanization:		
Urban	11.8	12.6
Suburban	8.6	9.7
Rural	5.2	7.2
Percent black:		
25% or less	7.6	8.5
Greater than 25%	10.6	12.5
Average enrollment:		
100 or less	8.0	9.0
101-135	6.0	9.1
326-550	7.8	9.1
More than 550	11.6	10.1

For both cohorts, there is a small but consistent relationship between student nonresponse and level of urbanization. The nonresponse rate is highest for students who were attending urban schools at the time of the base year sample selection (11.8 percent for the sophomore cohort and 12.6 percent for the senior), next highest for students from suburban schools (8.6 and 9.7 percent) both cohorts, and lowest for students from

Students selected at schools with a large percentage of blacks (25 per cent or more) showed somewhat higher rates of nonresponse than students at schools with fewer blacks. The difference in nonresponse rates is slightly larger for the senior cohort (12.5 versus 8.5 percent) than for the sophomores (10.6 versus 7.6 percent).

Student nonresponse seems to show a complex relationship to school size. For both cohorts, the rates are lowest for schools with between 101 and 325 students per class (6.0 percent for the sophomores and 9.1 percent with the seniors) with higher rates among students who atended the smallest and largest schools. These findings are generally consistent with the nonresponse patterns from the first follow-up.

3.7.2.2 Second Follow-Up Student Nonresponse Patterns: Student-Level Variables

In this section, the student nonresponse rates to the second follow-up survey are analyzed by student-level variables, including demographic characteristics, academic aptitude, attitude toward school, and self-reported school-related behavior. Students were classified by their responses to the base year questionnaire for everything but student status (for which first follow-up data were used).

Table 3.7.2.2-1 shows the weighted rate of nonresponse by race, sex, high school academic program, base year SES, test quartile, and student status. The category "other/unknown" is a general classification that includes both missing data and data

Table 3.7.2.2-1

Weighted Student Nonresponse Rates
by Selected Student Characteristics

Characteristic	Sophomore cohort	Senior cohort
Total population	8.3	9.6
Race:		
White	5.8	7.2
Black	8.4	10.9
Hispanic	12.1	10.5
Other/unknown*	37.2	41.9
Sex:		
Male	10.3	11.5
Female	6.4	7.9
Academic program:		
General	9.5	8.0
Academic	5.2	6.9
Vocational	6.4	8.5
Other/unknown*	68.9	19.4
SES quartile in base year:		
Highest quartile	5.2	6.7
Middle two quartiles	6.2	7.6
Lowest quartile	7.1	8.2
Other/unknown	35.4	19.7
Test quartile:		
Highest quartile	3.9	5.0
Middle two quartiles	6.0	7.0
Lowest quartile	9.4	9.9
Other/unknown	48.7	16.7
Student status:		
No postsecondary education	NA	16.1
Only vocational postsecondary education	NA	6.1
Other postsecondary education	NA	4.9

*Other/unknown includes cases with missing data and cases who did not otherwise fall into any of the defined categories.

for respondents who did not fall into any of the other specifically defined categories. Nonresponse generally is substantially higher for the "other/unknown" categories. This is

an artifact attributable to the substantial number of second follow-up nonrespondents who were also nonrespondents in both the base year and the first follow-up surveys. These triple nonparticipants could only be classified in the unknown category, elevating the nonresponse rate for that group.

There is little variation in student nonresponse by race. Blacks and Hispanics show the highest nonresponse rate in both cohorts, but a substantial portion of the second follow-up student nonrespondents were also base year and first follow-up nonrespondents and could not be classified by race. For this reason, there is some uncertainty about the actual nonresponse rates for the different races.

In both cohorts, males exhibit a higher nonresponse rate than females. The difference is 3.9 percent in the sophomore cohort (10.3 percent for males versus 6.4 percent for females) and 3.6 percent in the senior cohort (11.5 versus 7.9 percent).

In both cohorts, students who were in academic programs during the base year were less likely to be nonrespondents than students in general or vocational programs. The differences among the programs are not large.

In each cohort, although differences were small, nonresponse was highest for students classified in the lowest SES level (7.1 percent in the sophomore cohort, 8.2 percent in the senior cohort). The lowest nonresponse rates were observed for students classified in the highest SES category (5.2 and 6.7 percent).

There is an inverse relation between test quartile and rate of nonresponse for each cohort. For the senior cohort, students

classified in the lowest quartile had rates of nonresponse about as large as students classified in the highest quartile (9.9 percent versus 5.0 percent); the difference is even more pronounced for sophomores (9.4 versus 3.9 percent).

Table 3.7.2.2-1 also shows that the seniors who had no postsecondary education had larger nonresponse rates than students who had only vocational postsecondary education (16.1 versus 6.1), and they in turn had larger nonresponse than students who had some non-vocational postsecondary education (6.1 versus 4.9 percent).

These differences across groups in response rates are for the most part similar to those observed during the base year and first follow-up surveys. A picture of student nonrespondents is beginning to emerge from the analyses, which suggest that groups with less involvement with education were less likely to participate in the survey: dropouts had higher nonresponse rates than non-dropouts; students with lower grades and lower test scores showed higher nonresponse than students with higher grades and test scores; students who were frequently absent from school showed higher nonresponse than students absent infrequently; students in vocational or general programs were more likely to be nonrespondents than students in academic programs.

3.7.2.3 Summary of Nonresponse Analyses

The analyses presented here and in Frankel et al., (1981) and Tourangeau et al., (1983) support three general conclusions:

(1) The school-level bias component in estimates is small, averaging less than 2 percent for base year and first follow-up estimates. It is probably of a similar magnitude for second follow-up estimates.

(2) The student-level bias component in base year estimates is also small, averaging about .5 percent for percentage estimates concerning either cohort.

(3) The student-level bias component in first and second follow-up estimates is limited by the nonresponse rates, which for both cohorts were about one-half to two-thirds of the base year rates.

The first and second conclusion together suggest that nonresponse bias is not a major contributor to error in base year estimates; the first and third suggest that nonresponse bias is not a major contributor to error in first follow-up estimates or second follow-up estimates.

Each of these conclusions must be given some qualification. The analysis of school-level nonresponse is based on data concerning the schools, not the students attending them. The analyses of student nonresponse are based on survey data and are themselves subject to nonresponse bias. Despite these limitations, the results consistently indicate that nonresponse had a small impact on base year, first follow-up, and second follow-up estimates.

3.8 Standard Errors and Design Effects

This section examines the standard errors for statistics--such as means and proportions--derived from the second follow-up data sets. Most researchers are familiar with the use of standard errors to assess the variability of estimates based on simple random samples; more complex designs, however, raise less familiar statistical issues. Both the senior and sophomore cohorts for the second follow-up were selected using stratified, clustered, unequal probability designs. With such complex designs, standard

errors must be calculated using procedures different from the familiar methods used for data from simple random samples.

Before presenting standard errors for second follow-up estimates, it is useful to discuss some of the statistical issues raised by complex sample designs. First, the computational procedures used to estimate the standard errors are discussed, followed by an examination of the relationship between standard errors based on complex samples and those based on simple random samples.

3.8.1 Computational Procedures

In a simple random sample, the mean is estimated as

$$\bar{X}_{srs} = \sum^{n} x_i/n \qquad (1)$$

Only the numerator is subject to sampling error; the denominator (the sample size) is taken as a fixed constant. In more complex sample designs, the mean is estimated as a ratio of estimates; for the High School and Beyond survey, the ratio is

$$r = \frac{\Sigma\Sigma\Sigma\, y_{hij}}{\Sigma\Sigma\, x_{hi}} = y/x \qquad (2)$$

in which

y_{hij} = the weighted value for student j from school i in stratum h,

x_{hi} = the estimated size of school i in stratum h.

The numerator (y) represents an estimate of the population total; the denominator (x), an estimate of the population size. When cluster sizes are unequal, the overall sample size will fluctuate depending on which clusters are selected. For the same reason,

the estimates of the population size will show sampling fluctuation. Thus, for a ratio estimator, both the numerator and the denominator are subject to sampling error.

Kish and Frankel[6] distinguish three major approaches to the computation of standard errors for statistics based on complex designs where ratio estimators must be used: Taylor Series, balanced repeated replication (BRR), and jackknife repeated replication (JRR).

Taylor Series estimation. It can be shown[7] that the variance of r (i.e., the square of the standard error of r) is

$$E(r - R)^2 = E\left(\frac{dy - Rdx}{X}\right)\left(\frac{1}{1 + dx/X}\right)^2$$

in which

$E(r - R)^2$ = the expected value of the squared difference between the population parameter R and the sample estimate r

dy = the difference between the sample estimate y and the population value Y

X = the population size

dx = the difference between the sample estimate of the population size, x, and the population size X

If the term involving one plus the relative error of x (i.e., dx/X) is ignored, it can be shown that (3) reduces to:

$$E(r - R)^2 = 1/X^2 \left(Var_y + R^2 Var_x - 2 R Cov_{xy}\right) \qquad (4)$$

in which

Var_y = the variance of y

Var_x = the variance of x

Cov_{xy} = the covariance of x and y

All the terms in equation (4) can be estimated from sample data (e.g., r would take the place of R, x the place of X, and so forth). The variance terms are estimated by the variation of primary selection means around the stratum mean. Sampling statisticians have offered several rationales for the use of equation (4) as an approximation of (3). One line of argument[8] makes use of a standard approximation technique, called Taylor Series approximation, which gives this approach its name.

Balanced repeated replication (BRR). The replication approach was originally developed by Deming.[9] The principle underlying replicated sampling is quite simple. If a sample of size n is desired, g independent replicate samples are selected, each of size n/g. The variation among estimates from each replicate can be used to estimate the variance of estimates based on the entire sample.

Balanced repeated replication extends the principle of replication. It is usually applied to stratified designs with two primary selections per stratum. By choosing one primary selection from each stratum, a half-sample is created; the unselected primary units form another half-sample. In a design with h strata, a total of $2^{(h-1)}$ different pairs of half-samples can be formed in this fashion. Each pair is referred to as a replicate. It is customary to form only a portion of the possible replicates using an orthogonal balanced design.

For any given replicate, estimates such as the ratio means can be computed from each half-sample. Then the sampling variance for the overall statistic (r) can be estimated in any of

several ways.[10] One method compares the estimate from one half sample with the overall estimate:

$$Var_k (r) = (r_{1k} - r)^2 \qquad (5)$$

in which

$Var_k (r)$ = the variance estimate based on replicate k,

r = an estimate of R based on the entire sample,

r_{1k} = an estimate of R based on one of the half-samples from replicate k.

The final estimate for the variance of r is the average of Var_k across all the replicates. The estimate r need not be a ratio mean; the logic of BRR applies to any type of estimate, giving the method its broad generality.

Jackknife repeated replication (JRR). Equation (5) shows that the variance of a sample statistic can be estimated using data from a portion of the sample, that is from a single half-sample. Jackknifing is a generalization of this idea. Estimates of variance can be obtained from subsamples of a single original sample with a technique known as jackknifing.

Frankel[11] has shown how jackknifing can be used with complex stratified samples. Again this assumes a design with two primary selections in each stratum. For a particular stratum, the variance can be estimated:

$$Var_h = (r_{1h} - r_h)^2 \qquad (6)$$

in which

r_{1h} = an estimate based on one of the primary selections from stratum h,

r_h = the corresponding estimate based on both primary selections from the stratum.

The estimated variance for the entire sample is just the sum of the estimated strata variances. With JRR, each "replication" represents the contribution of a single stratum to the variance of estimates from the entire sample.

Comparison of the methods. In the base year survey, NORC provided standard errors for sample statistics, using a program based on the Taylor Series approach. Prior to the first follow-up survey, NCES acquired a program that computes BRR standard error estimates. BRR programs were used to compute standard errors for statistics derived from the first and second follow-up data sets.

BRR assumes a design with two primary selections per stratum. Although the High School and Beyond sample is stratified, each of the original strata includes more than two primary selections (the primary selections in this case were high schools or students at high schools that came into the sample with certainty). In order to meet the assumptions of BRR, the original 26 school strata were divided into 90 "computing" strata. Within each computing stratum, the primary selections were randomly divided into two groups, which were treated as "pseudo-primaries." The BRR program thus treats the sample as though it included two primary selections from each of 90 strata.[12]

Previous empirical investigation[13] indicated that Taylor Series, BRR and JRR gave comparable results, although BRR standard error estimates consistently gave more accurate significance levels for t-statistics. Nonetheless, a comparison of Taylor Series and BRR standard error estimates was undertaken in order to assure that standard errors from the base year and first follow-up

surveys could be interpreted in the same way. The comparison showed no appreciable differences between the Taylor Series and BRR standard error estimates see (Tourangeau, et al., 1983, chapter 5, tables 5.1 and 5.2).

3.8.2 Design Effects

No matter which method is used to estimate the standard errors for second follow-up statistics, the standard errors will be different from standard errors calculated on the assumption that the data is from a simple random sample. Like most national samples, the High School and Beyond sample is not a simple random sample; it departs from the model of simple random sampling in three major respects: the selections are clustered by school, major subgroups (such as private school students) are deliberately overrepresented in the sample, and the selections are stratified by school type. (The sample design is summarized in section 3.1, above.) Each of these departures from simple random sampling has a predictable impact on the standard errors of sample estimates. The variance of a statistic from a complex sample can be represented as the product of four factors:

$$\text{Var}(\bar{x}) = \text{Var}_{srs} \times \text{Cluster} \times \text{Strat} \times \text{Disprop} \qquad (7)$$

in which

$\text{Var}(\bar{x})$ = the actual variance of a sample estimate

Var_{srs} = the estimate variance that would be obtained if the sample were treated as a simple random sample

Cluster, Strat, Disprop = factors representing the impact of clustering, stratification, and disproportionate sampling.

Var ($\bar{x}$) can be estimated from sample data using any of the techniques considered earlier.

The ratio of Var ($\bar{x}$) to Var_{srs} is commonly referred to as the design effect (DEFF).

In many cases, it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimate from a simple random sample:

$$\begin{aligned} DEFT &= (DEFF)^{1/2} \\ &= (Var(\bar{x})/Var_{srs})^{1/2} \\ &= se(\bar{x})/se_{srs} \end{aligned} \qquad (10)$$

3.8.3 Standard Errors and Design Effects for the Second Follow-Up

Standard errors and design effects were computed for thirty statistics for 10 domains within each of the two cohorts. The domains were (for seniors and sophomores separately): total population; Hispanics; blacks; whites and others; persons in the bottom quartile, middle half, or top quartile of the socioeconomic status scale; persons who never attend a postsecondary institution; persons with continuous attendance at a postsecondary institution; and persons with discontinuous attendance at postsecondary institutions. The statistics were all percentages chosen to represent the full range of percentage estimates in the data from very small to very large; e.g., 1.6 percent of the cases had earned a vocational degree, and 91.9 percent reported having used a pocket calculator. (The exact statistics or variables are can be found in appendix E.

The DEFTS for the thirty variables in the 10 domains and two cohorts were fairly constant across variables, domains, and cohorts, except that DEFTS for Hispanics were larger than for the other domains. A reasonable and simple way to use the DEFTS for calculating standard errors for this database is to use one DEFT for the Hispanic sophomore cohort, one for the Hispanic senior cohort, and one DEFT for all other domains. The one DEFT to use should be either the median of the DEFTS for the respective domains taken over all 30 variables, or for a more conservative approach, the seventy-fifth percentile. The medians and seventy-fifth percentiles for the DEFTS for the various domains are shown below:

	Median DEFT	75th Percentile DEFT
All domains	1.49	1.68
Hispanic seniors	1.99	2.17
Hispanic sophomores	1.83	1.97

NOTES TO CHAPTER 3

[1]For further details on the base year sample design see M. Frankel, L. Kohnke, D. Buonanno, and R. Tourangeau, Sample Design Report (Chicago: NORC, 1981).

[2]The sampling frame, defined as the universe of high schools in the United States, was obtained from the 1978 list of U.S. elementary and secondary schools of the Curriculum Information Center, a private firm. This was supplemented by the NCES lists of public and private elementary and secondary schools. Any school listed in any of these files that contained a 10th grade, a 12th grade, or both was made part of the frame.

[3]Apart from substitution for schools that refused, there were a number of schools in the originally-drawn sample that were "out-of-scope," failing to fit the criteria for inclusion in the sample. The sample was then augmented through selection of an additional school for each out-of-scope school, within major strata. Most of the out-of-scope schools were area vocational schools, having no enrollment of their own, although they were listed in the frame as having enrollments.

[4]R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, High School and Beyond First Follow-Up (1982) Sample Design Report (Chicago: NORC, 1983).

[5]W. G. Cochran, Sampling Techniques, 3rd ed. (New York: John Wiley, 1977), 361.

[6]L. Kish and M. Frankel, "Inference From Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36 (1974):2-37.

[7]L.Kish, Survey Sampling (New York: John Wiley, 1965), 206-208.

[8]M. Hansen, W. Hurwitz and W. Madow, Sample Survey Methods and Theory, vol. II (New York: John Wiley, 1953).

[9]W.E. Deming, "On Simplification of Sampling Design Through Replication With Equal Probablilities and Without Stages," Journal of the American Statistical Association, 31 (1956):24-53.

[10]M. Frankel, Inference from Survey Samples: An Empirical Investigation (Ann Arbor: Institute for Social Research, University of Michigan, 1971), 35.

[11]Frankel, 1971.

[12]The BRR program is available through NCES. The public use data tapes include the computing strata and pseudo-primary selection codes.

[13]Frankel, 1971.

4. DATA COLLECTION

4.1 Overview

To date, High School and Beyond has compiled data from five primary sources: school administrators, teachers, students, students' administrative records (transcripts), and parents of selected students. In the base year (1980) survey, 1,015 secondary schools served as the primary sampling units for the study. The principal or headmaster of each school was asked to complete a school questionnaire and to provide materials essential for the sampling of students in the tenth and twelfth grades.

Samples of approximately 36 students in each grade were asked to fill out a Student Identification Pages (SIP) booklet (which included several items on the use of non-English languages as well as confidential identifying information) and a student questionnaire, and to take a timed Cognitive (achievement) Test. Teachers of selected students were asked to fill out brief Teacher Comment Forms containing 10 items on student traits and behavior.

During the fall subsequent to the base year survey, data were collected from over 7,100 parents of student respondents (roughly half from each student cohort). These data focused primarily on parents' ability to finance postsecondary education for their sons and daughters.

The first follow-up survey in the spring of 1982 added a second wave of data from 1980 sophomores and seniors. Seniors filled out a mailback questionnaire and most of the sophomores completed questionnaires and tests in their school buildings. School administrators were again asked to complete a school questionnaire

and to provide information on the secondary level course offerings and enrollments for their institutions. In the fall of 1982, high school transcripts were requested for a probability sample of approximately 18,500 members of the 1980 sophomore cohort. Data collection activities for the base year and first follow-up surveys are described in detail in the High School and Beyond Information for Users, Base Year (1980), the High School and Beyond First Follow-Up Technical Report, the first follow-up Data File User's Manual and the second follow-up Data File User's Manual.

4.2 Second Follow-Up Survey Data Collection

Data collection procedures for both cohorts in the second follow-up survey were similar to those used in the first follow-up for the senior cohort, and began with mailing an address update letter to sample members of both HS&B cohorts on November 23, 1983. The address update packet included a cover letter, address update form, return envelope, and newsletter. In December 1983, trained telephone interviewers at NORC's Central Office began locating activities for the cases whose letters were returned as undeliverable. By the time the questionnaires were mailed, addresses had been found for all but about 300 survey members whose locating letters had been returned by the post office as undeliverable. These 300 cases then were sent to field interviewers for further locating attempts.

Second follow-up questionnaires were mailed to members of both cohorts between February 13 and 17, 1984. Along with the questionnaire, respondents received a cover letter, an instruction sheet, a place marker, a pencil, a response incentive check for

five dollars, and an addressed, prepaid envelope for returning the questionnaire to NORC. (Appendix A contains copies of the two questionnaires.)

By the end of the third week, 37.1 percent of the seniors and 37.8 percent of the sophomores had returned their questionnaires. In order to obtain useful information on the effectiveness of "Thank you/Reminder" postcards in boosting response rates, two different postcard mailings were scheduled. At the end of the third week, half the sample was sent a postcard thanking them for sending in the questionnaire or encouraging them to do so. At the end of the seventh week, those respondents in this half of the sample who had not yet mailed in their questionnaires received a telephone reminder followed by a postcard. Telephone prompts for the other half of the sample (those respondents who had not been sent postcards at the end of the third week) began at the beginning of the sixth week. At that time, 43.6 percent of the senior cohort and 44.9 percent of the sophomore cohort had returned completed questionnaires.

Compared to the first follow-up, many more sample members were found to be temporarily unlocatable at this stage of data collection. They had either moved since the fall locating letter was sent out or had failed to report any change of address. Therefore, it was necessary for Survey Representatives to spend considerable time obtaining additional locating information in order to trace nonrespondents.

During week nine, telephone and personal interviews began. At this time, 7,926 or 58.3 percent of the senior questionnaires and 9,043 or 60.6 percent of the sophomore questionnaires had been

received. Telephone and personal interviews continued into the month of August 1984, at which time the field period was closed. The final number of completed questionnaires for the 1980 seniors in the probability sample was 10,925 or 91.1 percent of the sample (excluding non-sampled co-twins). The final number of completed questionnaires for the sophomore cohort was 13,682 or 92 percent of the sample. Comparison of completion rates at the end of week ten seems to indicate that mailing of the "Thank you/Reminder" postcard at the end of week three appeared to boost the response rate by about 4 percent. (By the end of the seventh week, 56.9 percent of the respondents who had received the reminder at the end of the third week had returned their questionnaires, compared with 53.3 percent of the second group, who had not been prompted in any way until the seventh week.) Hence, mailing the postcard at the end of the third week appeared to increase the response rate by about 4 percentage points.

Table 4.2-1 displays the completion rates for the senior cohort by sampling strata. Over 73 percent of the senior sample (80 percent of the respondents) completed and sent in questionnaires without assistance (self-administered); 13 percent (14.4 percent of respondents) were interviewed by telephone, and 4.8 percent (5.3 percent of respondents) were interviewed in person.

Table 4.2-1

Data Collection Results for the Senior Cohort
by Sampling Strata, Second Follow-Up

Sampling Stratum	Initial Selections	Completed Cases	Refusals	Other*	Response Rate
Base Year Nonrespondents	495	395	17	83	80%
Hispanic - High Achievement	659	613	13	33	93%
Hispanic - Others	1,841	1,653	50	138	90%
Black - High Achievement	554	495	18	41	89%
Black - Others	2,446	2,184	49	213	89%
Asian	554	505	9	40	91%
American Indian	208	185	4	19	89%
White - Low-Ses/ High Achievement	516	487	10	19	94%
White - Others	4,722	4,408	116	198	93%
Total	11,995	10,925	286	784	91%

*Included in "other" are cases which were not available, not located, deceased, or genuine other.

Tables 4.2-2 and 4.2-3 display second follow-up data collection results for the sophomore cohort by student type and sampling strata. About 79 percent of these respondents completed and sent in questionnaires without assistance (self-administered), 15.6 percent were interviewed by telephone, and 5.3 percent were interviewed in person.

Table 4.2-2

Second Follow-Up Data Collection Results
by Student Type, Sophomore Cohort

Student Type	Initial Selections	Completed Cases	Refusals	Other*	Response Rate
Stayed in HS	11,013	10,341	181	491	94%
Dropouts	2,584	2,219	60	305	86%
Transfers	752	679	15	58	90%
Early Graduates	476	443	7	26	93%
Total	14,825	13,682	263	880	92%

*Included under "other" are cases which were not available, not located, deceased, or genuine other.

Table 4.2-3

Second Follow-Up Data Collection Results
by Sampling Strata, Sophomore Cohort

Sampling Stratum	Initial Selections	Completed Cases	Refusals	Other*	Response Rate
Cuban/Puerto Rican	990	890	18	82	90%
Hispanics - High Achievement	886	844	13	29	95%
Hispanics - Others	1,375	1,247	28	100	91%
Blacks - High Achievement	741	688	10	43	93%
Blacks - Others	1,295	1,176	16	103	91%
Asian	431	395	6	30	92%
American Indian	291	259	2	30	89%
White - Low SES/ High Achievement	388	362	8	18	93%
White - Others	8,428	7,821	162	445	93%
Total	14,825	13,682	263	880	92%

*Included under "other" are cases which were not available, not located, deceased, or genuine other.

5. DATA CONTROL AND PREPARATION

Data control and preparation refers to a series of procedures governing the preparation of completed questionnaire data for conversion to machine readable form by optical scanning. The process involves monitoring the receipt of completed documents from respondents and the field interviewing staff; editing completed instruments for missing information and proper adherence to routing or skip instructions; assigning numeric codes to responses such as schools attended, occupations, military specialties and so on; retrieving missing information and resolving inconsistencies in responses to specified questions; and validating a percentage of the interviews conducted in person or by telephone.

5.1 Base Year Procedures

The procedures for data control and preparation were significantly different in the base year compared to the first and second follow-ups. Since the base year student instruments were less complex than the follow-up student questionnaires (for example, they employed no skip patterns and required no open-ended coding), the completed documents were sent by Survey Representatives directly from the schools to the scanning subcontractor. The scanning computer was programmed to perform the Critical Item Edit (described below) and to produce reports that identified the critical items with missing information for each case. The reports were sent to NORC, where data retrieval was completed.

5.2 First Follow-Up Procedures

Procedures used during the first follow-up survey differed considerably from those of the base year survey. Because of the greater number and complexity of the survey instruments themselves, they were returned to NORC for editing, coding and data retrieval prior to shipping the instruments to the optical scanner. Details of the first first follow-up survey procedures are described in the High School and Beyond First Follow-Up Technical Report and the High School and Beyond First Follow-Up Data File User's Manual.

5.3 Second Follow-Up Procedures

5.3.1 Shipping and Receiving Documents

Respondents and field interviewers mailed questionnaires to NORC. Arriving documents were separated by disposition codes which identified completed cases by method of administration (i.e., self-administered, telephone interview, or personal interview). These disposition codes were then entered into NORC's Automated Survey System (NASS). As cases were routed through the data preparation system, an additional in-house update was made to the NASS record as each editing, coding, and retrieval procedure was completed. Codes designating validation cases were also entered, and a final entry into the NASS record was made when the cases were processed for shipment to the scanning contractor. A detailed transmittal listing every case in each carton accompanied the instrument shipment to the optical scanning firm.

5.3.2 Editing, Coding and Data Retrieval

A staff of 12 coder/editors processed nearly 26,000 student questionnaires. Coder/editors were trained for 1-1/2 days. After a 100 percent review of the first 20 cases, coders not meeting quality control standards were either reassigned or retrained.

A list of 37 items in each of the major survey instruments were designated as "critical" or "key" items, that is, items deemed to be crucial to the methodological or analytical objectives of the study. Most of the key items are of self-evident policy relevance; others were chosen as a means of checking whether survey respondents had properly followed routing instructions, or whether they had inadvertently skipped portions of the questionnaires. Cases were deemed to have failed the Critical Item Edit if the respondent did not provide a codeable response to any single key item. Thus, omissions, illegal multiple responses and vague, unclear responses were grounds for failure. In each document, items failing the edit were flagged and the document was routed to the data retrieval station, where respondents were called by telephone to obtain missing information or otherwise resolve the edit failure.

The proportion of cases requiring missing data retrieval or other fail-edit callbacks for each cohort was similar: 29.1 percent for the senior cohort and 32.5 percent for the sophomore cohort. Though it appears that second follow-up sophomore retrieval rates rose dramatically from the first follow-up, the comparison is misleading. First follow-up questionnaires received an on-site edit by Survey Representatives, and questionnaires with missing or incomplete information were

returned to the respondents for completion. No on-site edit was possible during the second follow-up survey.

The second follow-up survey marked the first time that respondents entered and filled in optically scannable grids for all of their answers to numeric questions. Therefore, in addition to the Critical Item Edit, all numerical responses were examined for correct entry (e.g., right justification, omission of decimal points).

Other data preparation tasks included coding occupational and industrial information and licenses and certificates. Occupation and industry were coded according to the U.S. Department of Commerce, Bureau of the Census, Classified Index of Industries and Occupations, 1970 and the U.S. Department of Commerce, Bureau of the Census, Alphabetical Index of Industries and Occupations 1970. The 1970 edition was used so that the coding on High School and Beyond would coincide with that used on NLS-72. Licenses and certificates were coded according to two-digit values created for NLS-72.

Military coding of specialized schooling, specialty, and pay grade were also coded utilizing an updated Department of Defense (DoD) coding scheme, Occupational Conversion Table, Enlisted/Officer/Civilian (December 1982). However, each DoD officer code, a numerical value followed by an alphabetical value, had to be converted to a three-digit number. To make the conversion, the numerical value of the officer DoD code was entered in the first column, followed by a two-digit numerical value corresponding to each letter of the alphabet (01-26). To ensure that officer codes

are not mistaken for enlisted codes, a "flag" has been placed at the beginning of each respondent file where an officer code is present. Coast Guard training and assignments received appropriate Navy codes, a procedure used by the Defense Manpower Center.

Coding of the names of postsecondary schools attended by respondents was accomplished by using the NCES Education Directory, Colleges and Universities, 1982-1983 and an updated source for vocational school programs, the NCES Directory of Postsecondary Schools with Occupational Programs 1982. As in the first follow-up, codes were created for new schools not listed in these directories. The field of study information was coded using A Classification of Instructional Programs (CIP). Produced by NCES in 1981, this directory replaced A Taxonomy of Instructional Programs in Higher Education (HEGIS Taxonomy, 1972) and the Standard Terminology for Curriculum and Instruction in Local and State School Systems (known as Handbook VI), which were used in the first follow-up.

Due to the similarity of the second follow-up senior and sophomore questionnaires, coding times were comparable and averaged 9.7 minutes. This represented a decrease in coding time for the senior questionnaire of almost 50 percent compared to the coding of the first follow-up self-administered senior questionnaires. The reduction in coding time was achieved by having respondents enter numerical data directly into optically scannable grids. (In the first follow-up, respondents were instructed to enter numbers, and coders later transferred the numbers into optically scannable grids.) As a result,

coder/editors had only to review respondents' data and make corrections as needed.

5.3.3 Data Retrieval and Validation

For the second follow-up survey, as for the first follow-up, field supervisors conducted validation interviews with 10 percent of the respondents who had been interviewed on the telephone or in person. The data collected was then compared to questionnaire data. As in the first follow-up, no cases failed validation checks.

6. DATA PROCESSING

Data processing activities span the entire length of each of the HS&B surveys, beginning with pretest activities, continuing with maintenance of the respondent locator database, and concluding with machine editing and the preparation of public use data tapes. Data processing activities in the base year and in the first and second follow-ups will be discussed together.

6.1 Maintenance of Longitudinal Locator Data Bases

The locator data base maintains the most up-to-date name and address information available for each sample member as well as information from previous waves. During each wave, respondents have completed a separate locator page, which requested their name and address, their spouse's name, their parents' names and address(es), and the names, addresses, and relationships of two other people who are likely to stay informed of the respondent's whereabouts. The locator page also requested information regarding birth date, sex, and social security number. To assure confidentiality, all locating information is stored on secure files which are separate from the questionnaire data.

Since three surveys have been completed and since birth date and sex are also provided elsewhere in each questionnaire, several independent sources of locating and identifying information are generally available. This information is necessary for locating hard-to-find respondents, for verifying that a given ID number refers to the same individual across waves, and for constructing corroborated birthdate and sex composites (BIRTHMO, BIRTHDAY, BIRTHYR, SEX, and SEXCOMP).

6.2 Receipt Control Procedures

For all three waves, the NORC Automated Survey System (NASS) has been used to track survey activities. This system consists of a data file for each school and/or cohort that contains the respondent ID number, disposition codes, and other information. During the base year, the school NASS file was used to generate weekly summary reports that tracked refusal rates and patterns, completed survey days or delays, and the receipt of school-level documents (i.e., school questionnaires). NASS also generated customized calendars of scheduled school survey days for each NORC Survey Representative.

Weekly summary reports on the receipt of sophomore and senior questionnaires were produced during the base year and both follow-ups. Data control disposition codes were added to the NASS files, making it possible to track the internal movement of instruments through mail receipt, editing, data retrieval, validation, and shipment for optical scanning. The respondent-level NASS (receipt control) files were linked with the longitudinal locator database to produce interviewer assignment logs, to trace nonrespondents as of any given date, and to produce reminder postcards. As noted in chapter 5, the NASS also generated the transmittal materials for shipping the prepared instruments to the optical scanning subcontractor.

At the end of each data collection period, a reconciliation between the files provided an accurate count of the number of survey participants and documents received. The reconciliation used three types of checks: check digits derived from a fixed

mathematical formula that easily identified misread or miscopied student ID numbers, a comparison of the respondent's birth date, sex, and other identifying information against base year and first follow-up survey data and a comparison of field transmittal forms against what the NASS records indicated had been returned from the field. All discrepancies were reported for review and resolution.

6.3 Optical Scanning

As discussed in earlier sections, the student questionnaires were optically scanned using equipment that read darkened ovals or marks on the page. NORC conducted extensive tests and checks of the machine's ability to read correctly the darkened ovals. An early test of 131 documents revealed that the mark sense threshold required adjustment. A second test of 90 documents was conducted, and a thorough audit of the results verified that satisfactory data conversion was being achieved.

In the base year, student instruments were limited to two versions (one per cohort) and the instruments contained only one logical branch or skip sequence for respondents to follow. Because of this simplicity, it was efficient for the optical scanning contractor to perform the critical item edit and convert blank fields to missing value codes at the time of completing the data conversion. The conversion of blanks to missing values was done according to instructions from NORC. The optical scanning contractor for all three waves has been National Computer Systems (NCS). (In the base year the company was called Westinghouse Learning Corporation, and during the the first follow-up, its name was changed to Westinghouse Information Services.)

For all three surveys, NCS created separate data files for the two cohorts. To check the accuracy of data conversion, NORC conducted an audit of a sample of cases, comparing the scanned and machine edited data files with the actual hard-copy questionnaires.

6.4 Machine Editing

In the base year, machine editing was limited to the examination of each data field for out-of-range values. Very few stray codes were discovered; appropriate missing value codes were assigned to these fields.

As noted above (section 6.3), base year questionnaires were designed so that only one explicit "skip" instruction appeared in the senior questionnaire (seniors not going on to college did not complete the last section on college education). There were no "skip" instructions in the sophomore questionnaire. Where two or more questions were related, the items following an implicit screening or filter question contained response options for those who were "screened" out by the filter question. No inter-item consistency checks were carried out on base year data files between the implicit filter questions and the related (dependent) items.

In the first and second follow-ups, several sections in the questionnaire required respondents to follow "skip" instructions. A case-by-case inspection of logical inconsistencies and stray codes was impractical due to the sheer number of cases and the fact that the pages of the questionnaires had been cut apart as preparation for data entry by optical scanning. Consequently,

programs were written to automatically perform the inter-item machine edit checks. As described below, these programs resolved inconsistencies between filter and dependent questions, supplied the appropriate missing data code for questions left blank, detected illegal codes and converted them to missing data codes, and generated a report on the quality of the data as measured by the incidence of correctly and incorrectly answered fields and correctly or incorrectly skipped fields.

Inconsistencies between filter and dependent questions were resolved in consultation with NCES staff. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were not responsive to the intent of the dependent question. Data retrieval verified that when filter questions were answered correctly, the dependent questions which should have been skipped were often answered simply because they seemed to apply. During the machine editing process, inappropriate responses were expunged by turning them into blanks.

After improperly answered questions were converted to blanks, the student data were passed to a program which supplied the appropriate missing-data codes for blank questions. The program converted questions left blank according to several criteria. If a previous question had been answered in a way that required that the current question be skipped, a "legitimate skip" code was supplied. If not, a "missing data" code was supplied, except in the case of critical questions. Critical questions with missing data were flagged during data preparation, and attempts were made to obtain the information by telephone. If the respondent

specifically refused to answer a question during the call-back, a special scannable oval was marked. Critical questions marked in this way were assigned a special code of "refused." Otherwise, critical questions were treated in the same manner as others. Finally, additional missing value codes for multiple-coded questions were supplied by the scanner.

Detection of out-of-range codes was completed during scanning for all questions except those permitting an open-ended response. For the hand-coded, open-ended questions such as the 3-digit occupation and industry codes and the 6-digit college and field of study codes, the data were compared to the list of valid codes and invalid codes were converted to the "no answer" value. The number of invalid codes detected was negligible.

For measuring data quality, the machine-edit programs produced bar graphs that displayed the frequencies for the different situations recognized by the programs: questions properly answered, questions properly skipped (the "legitimate skip" code), questions skipped in error (the "no answer" code), and questions answered in error.

The treatment of inappropriately answered items (i.e., those a respondent was instructed to skip) relied on the results of the critical item editing procedure. With only one or two exceptions, screening or filter questions were designated as critical items. When respondents were inconsistent in answering these items, either by responding to items they were instructed to skip or by failing to answer dependent questions related to the filter item, the case was classified as an edit failure. Telephone calls were

used to obtain responses to items skipped in error. In addition, the results of these calls demonstrated unambiguously that inappropriate answers to filter-dependent items were universally caused by respondents' failure to comply properly with the routing instructions of the filter questions. Rather than skipping to the designated target question to resume their responses, these individuals attempted to answer each filter-dependent question that appeared to offer a reasonably suitable response category. On the strength of these findings, all filter-dependent responses entered in error were converted to the proper missing data values (i.e., the "legitimate skip" code).

6.5 Data File Preparation

In the base year, data for both cohorts were combined into a single dataset. To facilitate this, NORC reformatted the tape so that identical questions in both versions occupied the same tape positions in each file. In general, the data for both cohorts followed the order of the senior questionnaire. Items unique to the sophomore instrument were interspersed among the senior items so that sophomore data appeared in about the same order as in the questionnaire. Also, whenever necessary, the sophomore response category values were recoded to match those for the senior cohort.

Data for the first follow-up survey were merged with base year data and placed on two tapes, one for each cohort. After the second follow-up survey was completed, these data were merged with the base year and first follow-up files and also placed on two tapes.

6.6 Composite Variables

A final task of each survey was the computation of composite variables. The base year composite variables were constructed to be compatible with those contained on the public use data file for the National Longitudinal Study of the High School Class of 1972 (NLS-72). These composite variables and those created after the first and second follow-ups are discussed below.

Composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were constructed from dozens of variables or from variables from different databases, such as from the Bureau of Labor Statistics. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may be referred to as classification variables in this and other NCES documents.

6.6.1 Demographic Variables

Many of the composite variables which were constructed were respondent demographic characteristics. SEX, SEXCOMP, RACE, and RACE2 are all examples. Since there were several sources of information on sex from the base year through the first follow-up, SEX was constructed to produce a variable with the least missing data and most agreement (respondents occasionally report this information inconsistently). SEXCOMP is simply a copy of the same variable within the second follow-up section. RACE and RACE2 also were constructed from several sources of information. Each one defines racial categories, especially Hispanics, a little differently.

For seniors, socioeconomic status can be determined from BYSES, the composite variable produced in the base year, or SES, which is a copy of the same variable in the second follow-up section of the data file. BYSES is the base year composite for sophomores; FUSES was constructed from first follow-up data. Sophomores also have a copy of FUSES (SES) in the second follow-up section of the data file.

The SES composite has five components (described below). For each case, the composite score is an average of all the non-missing components. If one component only, or none, is non-missing, the SES composite is assigned a missing value.

The first component is father's occupation, recoded into the Duncan SEI scale by assigning mean SEI scores to the categories of the High School and Beyond occupation question. For both cohorts in the base year survey, the source variable was BB038; for sophomores in the first follow-up survey the source variable was FY53A. The recode, taken from NLS-72, assigns SEI scores as follows:

02 = 56.58	08 = missing	14 = 54.42
03 = 27.41	09 = 19.18	15 = 70.21
04 = 28.00	10 = 70.21	16 = 15.90
05 = missing	11 = 70.21	17 = 16.40
06 = 7.33	12 = 49.70	18 = missing
07 = 67.73	13 = 38.00	19 = missing

The second and third components are father's and mother's education, recoded as in NLS-72. The variables were, respectively, BB039 and BB042 (base year) and FY55 and FY56 in the first follow-up in-school questionnaire. These were recoded as follows:

02 = 1
03 = 2
04, 05, 06, 07 = 3
08 = 4
09, 10 = 5
11 = missing

The fourth component is family income, recoded to be linear in dollars, as in NLS-72. Thus category midpoints were assigned to the codes of BB101 and FY111, in thousands of dollars. (The top category, $50,000 or more, was given a "midpoint" of $60,000.)

The final component is a scale of eight household possession items, BB104B to BB104I and FY113B TO FY113I. Each of these was standardized; then as many of them as were non-missing were averaged to provide this last component.

Each of the five components was standardized separately, and then the non-missing components were averaged to form the raw SES score. BYSESQ, FUSESQ and SESQ indicate the quartile in which the respondent's score falls.

Other demographic composite variables include high school region (HSREGION), urbanicity of the respondent's high school (HSURBAN), community type (COMTYPE), whether the respondent has children (CHLDFLAG), the language spoken in the home (HOMELANG), family size (FAMSIZE), family income (FAMINC), the highest level of education reported by either of the respondent's parents (PAREDUC), and whether the respondent's parents owned or rented their home (HOMEOWN).

Eight variables which were obtained from the Labor Department can be used as local area economic indicators. The presence of these variables provides a rare opportunity for linking

educational characteristics and outcomes to economic circumstances. The economic indicators include county unemployment rates for 1980, 1981, and 1982 (CUNEMR80, CUNEMR81, CUNEMR82) for the county in which the respondent attended high school. Also furnished is county per capita personal income (CPCPI80, CPCPI81), and the average hourly wage in manufacting (MWAGE80, MWAGE81, and MWAGE82).

6.6.2 Educational Variables

6.6.2.1 Educational Variables--Senior Cohort

A composite score (BYTEST) covering the base year tests in vocabulary, reading, and mathematics was constructed for the first follow-up data tape. BYTESTQ is the quartile distribution of BYTEST. For the convenience of the user, these variables have been copied to the second follow-up section and are called TEST and TESTQ. Other indicators of achievement include high school grades (HSGRADES) and high school diploma (HSDIPLOM).

HSTYPE shows the type of high school the respondent attended--public, Catholic, and other private. HSPROG identifies whether the respondent participated in a general, academic, or vocational program.

HANDICAP indicates whether the respondent has ever reported a handicap, participated in a program for the handicapped, or received handicap benefits. This variable was constructed from data reported in all three waves.

The follow-up surveys gathered a great deal of information on participation in postsecondary education, and much of it is captured in the activity state variables for postsecondary

education. These indicate for each respondent whether he/she was enrolled in some form of postsecondary education at various points after high school. For attenders, the variables identify whether the school was public or private, whether it was two-year or four-year, and whether the student was full-time or part-time. The activity state variables are called PSESOC80, PSESFE81, PSESOC81, PSESFE82, PSESOC82, PSESFE83, PSESOC83, and PSESFE84. As the labels indicate, the variables point to each October and February, from October 1980 to February 1984.

Additional information was added to the data files from the HEGIS directory and the Directory of Post-Secondary Schools with Occupational Programs. TUITION1, TUITION2, and TUITION3 indicate the amount of tuition charged by colleges and universities which respondents reported attending. For respondents attending vocational schools, VOCNTRL1, VOCNTRL2, and VOCNTRL3 indicate whether the school was public or private and two-year or four-year.

6.6.2.2 Educational Variables--Sophomore Cohort

BYTEST is the composite score covering the base year tests in vocabulary, reading, and mathematics, and BYTESTQ is the quartile distribution of BYTEST. FUTEST is the composite score for the first follow-up tests which were identical to the base year tests. FUTESTQ is the quartile coding of FUTEST. For the convenience of the user, FUTEST has been copied to the second follow-up section and is called TEST. TESTQ is the quartile coding of TEST based on the weighted distribution of scores using the second follow-up raw (selection) weight. Other indicators of achievement include high

school grades (HSGRADES), high school grade point average (HSGPA), and high school diploma (HSDIPLOM).

HSTYPE shows the type of high school the respondent attended--public, Catholic, and other private. HSPROG identifies whether the respondent participated in a general, academic, or vocational program.

Analysts can incorporate considerable information on coursework taken during high school. Several composite variables from the High School Transcript Survey have been placed on the second follow-up data file. HSENG2, HSMATH, HSSOC, HSPHYSCI, HSBIO, and HSFOR indicate the number of credits students obtained in academic subjects. Credits in business, trade, home economics, art, and personal awareness are shown by HSBUS, HSARTS, and HSPER. NEWBASE is the total credits in English, mathematics, physical science, biological science, social science, and foreign language. Finally, the amount and difficulty of coursework in mathematics, science, and vocational education is captured by MATHPATN, SCIPATN, and VCONPATN.

- HANDICAP indicates whether the respondent has ever reported a handicap, participated in a program for the handicapped, or received handicap benefits. This variable was constructed from data reported in all three waves.

Activity state variables for postsecondary education. These indicate for each respondent whether he or she was enrolled in some form of postsecondary education at various points after high school. For attenders, the variables identify whether the school was public or private, whether it was two-year or four-year, and

whether the student was full-time or part-time. The activity state variables are called PSESOC82, PSESFE83, PSESOC83, and PSESFE84. As the labels indicate, the variables point to each October and February, from October 1982 to February 1984.

Additional information was added to the data files from the HEGIS directory and the Directory of Post-Secondary Schools with Occupational Programs. TUITION1, TUITION2, and TUITION3 indicate the amount of tuition charged by colleges and universities which respondents reported attending. For respondents attending vocational schools, VOCNTRL1, VOCNTRL2, and VOCNTRL3 indicate whether the school was public or private and two-year or four-year.

6.6.3 Psychological Scales

Five psychological scales were constructed from various attitude items included in the first follow-up questionnaires. These scales are intended to measure self-concept (FECONCPT), locus-of-control (FELOCUS), work orientation (FEWORK), family orientation (FEFAMILY), and community orientation (FECOMMUN). (For the sophomore cohort, these variables are, respectively, FYCONCEPT, FYLOCUS, FYWORK, FYFAMILY and FYCOMMUN.) Each composite scale is the average of the standardized scores of the questionnaire items of which it is composed.

6.6.4 Employment Status

For seniors, there are eight activity state variables for employment status (JOBSOC80, JOBSFE81, JOBSOC81, JOBSFE82, JOBSOC82, JOBSFE83, JOBSOC83, and JOBSFE84). These variables indicate for each October and February, from October 1980 through

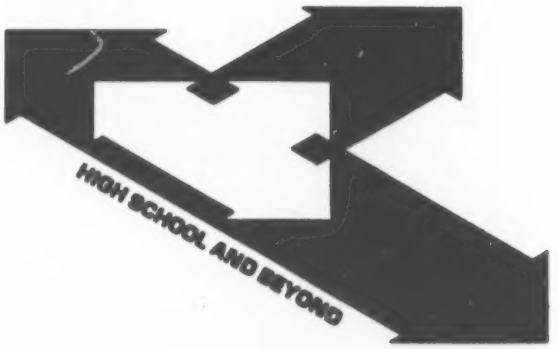
February 1984, the employment status of the respondent. Each respondent is characterized as working full-time, working part-time, unemployed, or not in the labor force. For sophomores, there are only four activity state variables for employment--JOBSOC82, JOBSFE83, JOBSOC83 and JOBSFE84.

APPENDIX A:

Second Follow-Up Questionnaire

SR/Q
1984 FU-2

Form Approved
O.M.B. No. 1850-0529
App. Exp.: 12/31/84



1980 SENIOR COHORT
SECOND FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #: ☐☐☐☐-☐☐-☐

NAME:

First_____

Last_____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

ED(NCES) Form No. 2441-1

BEFORE YOU START . . . READ THIS!

FILLING OUT THIS QUESTIONNAIRE IS AS EASY AS 1 - 2 - 3!

INSTRUCTIONS ARE INCLUDED WITH EACH QUESTION. BELOW ARE EXAMPLES OF THE DIFFERENT KINDS OF INSTRUCTIONS YOU WILL SEE, AND THE CORRECT WAY TO ANSWER EACH KIND OF QUESTION.

EXAMPLE A: **(MARK ONE)**

WHAT IS THE COLOR OF YOUR EYES? (MARK ONE)

○	BROWN	●	GREEN
○	BLUE	○	ANOTHER COLOR

IF THE COLOR OF YOUR EYES IS GREEN, YOU WOULD MARK THE OVAL TO THE LEFT OF "GREEN."

EXAMPLE B: **(MARK ALL THAT APPLY)**

LAST WEEK, DID YOU DO ANY OF THE FOLLOWING? (MARK ALL THAT APPLY)

- ○ SEE A PLAY
- ● GO TO A MOVIE
- ● ATTEND A SPORTING EVENT

IF YOU WENT TO A MOVIE AND ATTENDED A SPORTING EVENT LAST WEEK, YOU WOULD MARK THE TWO OVALS AS SHOWN.

EXAMPLE C: **(MARK ALL THAT APPLY FOR EACH LINE)**

WHICH OF THE FOLLOWING ACTIVITIES DO YOU USUALLY DO ON A DAILY BASIS?

	DAY (MORNING & AFTERNOON)	NIGHT
A. ATTEND CLASSES	●	○
B. STUDY	○	●
C. WORK FOR PAY	●	○
D. EXERCISE OR COMPETE IN SPORTS	●	○
E. WATCH T.V.	○	○
F. VISIT WITH FRIENDS	○	●

IF YOU USUALLY ATTEND CLASS, WORK FOR PAY, AND EXERCISE OR COMPETE IN SPORTS DURING THE DAY, STUDY AND VISIT WITH FRIENDS AT NIGHT, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE D: **(MARK ONE OVAL FOR EACH LINE)**

DO YOU PLAN TO DO ANY OF THE FOLLOWING NEXT WEEK?

	YES	NOT SURE	NO
A. VISIT A RELATIVE	○	○	●
B. GO TO A MUSEUM	○	●	○
C. GO TO A LIBRARY	●	○	○

IF YOU DON'T PLAN TO VISIT A RELATIVE NEXT WEEK, MAY GO TO A MUSEUM, AND ARE DEFINITELY GOING TO THE LIBRARY, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE E:

WHAT IS YOUR FAVORITE SPORT? (MARK ONE)

○	FOOTBALL	○	BASKETBALL
○	BASEBALL	●	OTHER (WRITE IN) ICE HOCKEY

IF YOUR FAVORITE SPORT IS ICE HOCKEY, YOU WOULD ENTER "ICE HOCKEY" ON THE LINE AS SHOWN AND MARK THE OVAL.

EXAMPLE F: **(WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)**

HOW MANY HOURS PER WEEK DO YOU WORK?

OR

IF YOU WORK 20 HOURS PER WEEK, YOU WOULD WRITE "2" IN THE FIRST BOX, "0" IN THE SECOND BOX, AND FILL IN THE CORRESPONDING OVALS BELOW EACH NUMBER.

—OR—

FILL IN THE CORRESPONDING OVALS BESIDE EACH NUMBER.

WE HOPE YOU WILL ANSWER EVERY QUESTION THAT APPLIES TO YOU, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

BACKGROUND INFORMATION

1. What is today's date? (MARK OVALS FOR MONTH AND DAY)

MONTH		DAY	
○ Feb.	○ May	○ 1 thru 7	○ 15 thru 21
○ Mar.	○ June	○ 8 thru 14	○ 22 thru 31
○ Apr.	○ July		

2. What is your birth date? (MARK OVALS FOR MONTH, DAY AND YEAR)

MONTH			DAY	YEAR	
○ Jan.	○ May	○ Sep.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	○ 1960	○ 1964
○ Feb.	○ Jun.	○ Oct.	⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯	○ 1961	○ 1965
○ Mar.	○ Jul.	○ Nov.	⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔	○ 1962	○ 1966
○ Apr.	○ Aug.	○ Dec.	㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛	○ 1963	○ 1967

3. What were you doing the *first week of February* 1984? (MARK ALL THAT APPLY)

○

① Working for pay at a full-time or part-time job
② Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
③ Taking academic courses at a two- or four-year college
④ Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.)
⑤ Serving in an apprenticeship program or government training program
⑥ Serving on active duty in the Armed Forces (or service academy)
⑦ Keeping house (without other job)
⑧ Holding a job but on temporary layoff from work or waiting to report to work
⑨ Looking for work
⑩ Taking a break from working and from school
⑪ Other (DESCRIBE)_____

4. With whom did you live the *first week of February* 1984? (MARK ALL THAT APPLY)

○

① I lived alone
② Father
③ Other male guardian (stepfather or foster father)
④ Mother
⑤ Other female guardian (stepmother or foster mother)
⑥ Brother(s) and/or sister(s) (including step- or half-)
⑦ Grandparents
⑧ My husband/wife
⑨ My child or my children
⑩ Other relative(s) (children or adults)
⑪ Non-relative(s) (children or adults)

5. As of the *first week of February* 1984, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)

① Yes ② No

6. Which of the following best describes the place where you lived in the *first week of February* 1984? (MARK ONE)

㉑ In a rural or farming community
㉒ In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
㉓ In a medium-sized city (50,000-100,000 people)
㉔ In a suburb of a medium-sized city
㉕ In a large city (100,000-500,000 people)
㉖ In a suburb of a large city
㉗ In a very large city (over 500,000 people)
㉘ In a suburb of a very large city
㉙ A military base or station

7. **How far is this from the city or community where you lived as a senior in high school? (MARK ONE)**

- ① Same place I lived in when I was a senior in high school
- ② Less than 50 miles
- ③ 50 to 99 miles
- ④ 100 to 199 miles
- ⑤ 200 to 499 miles
- ⑥ 500 miles or more

8. **Now please think back to last October. What were you doing in the *first week of October* 1983? (MARK ALL THAT APPLY)**

- ① Working for pay at a full-time or part-time job
- ② Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)
- ③ Taking academic courses at a two- or four-year college
- ④ Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.)
- ⑤ Serving in an apprenticeship program or government training program
- ⑥ Serving on active duty in the Armed Forces (or service academy)
- ⑦ Keeping house (without other job)
- ⑧ Holding a job but on temporary layoff from work or waiting to report to work
- ⑨ Looking for work
- ⑩ Taking a break from working and from school
- ⑪ Other (DESCRIBE)_____

9. **Indicate whether or not you have *ever* used each of the following items for a job, your education, personal use or recreation. (MARK ALL THAT APPLY FOR *EACH* LINE)**

		Never Used At All	Job-Related	Education-Related	Personal Use or Recreation
a.	Pocket calculator	①	①	①	①
b.	Computer terminal	①	①	①	①
c.	Micro-computer (personal)	①	①	①	①
d.	Mini-computer	①	①	①	①
e.	Main frame or full-size computer	①	①	①	①
f.	Video tape recorder	①	①	①	①
g.	Video disc machine	①	①	①	①
h.	Cassette tape deck	①	①	①	①
i.	Word processor	①	①	①	①

10. **Have you personally used any of the following types of computer software packages? (MARK ALL THAT APPLY)**

- ① Does not apply to me, no experience with software packages
- ② Statistical packages (e.g., SAS, SPSS, BMD)
- ③ Business application packages (e.g., Visicalc for financial reporting, inventory control, and billing)
- ④ Word processing software (e.g., WORDSTAR)
- ⑤ Data-base management systems (e.g., System 2000, TOTAL)
- ⑥ Instructional/educational courseware (e.g., PLATO)
- ⑦ Other (WRITE IN)_____

11. **Have you ever *written* a computer program in any of the following computer languages? (MARK ALL THAT APPLY)**

- ① Does not apply to me, no experience with computer languages
- ② FORTRAN
- ③ BASIC
- ④ COBOL
- ⑤ PASCAL
- ⑥ PL/1
- ⑦ APL
- ⑧ ASSEMBLY
- ⑨ Other (PLEASE SPECIFY)_____

EDUCATION

12. Indicate whether or not you have *ever* used each of the following in your high school, vocational or business school, or college classes. (MARK ALL THAT APPLY FOR *EACH* LINE)

		Never Used	High School	Vocational/ Business School	College
a.	Hand calculator or pocket calculator	○	○	○	○
b.	Microcomputer or minicomputer	○	○	○	○
c.	Computer terminals	○	○	○	○
d.	Video tapes or video disc machines	○	○	○	○

13. Did you complete high school? (MARK ONE)

- ○ No, still in adult or high school program working toward a high school diploma or equivalency certificate
- ○ No, but since earned a high school diploma or equivalency certificate by completing classes in an adult or night school program (ANSWER A)
- ○ No, left without graduating
- ○ Yes, graduated

A. When did you earn the high school diploma or equivalency certificate? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1979	○ 1982
○ Feb.	○ Jun.	○ Oct.	○ 1980	○ 1983
○ Mar.	○ Jul.	○ Nov.	○ 1981	○ 1984
○ Apr.	○ Aug.	○ Dec.		

14. As things stand now, how far in school do you think you will get? (MARK ONE. IF UNSURE, MARK YOUR *ONE* BEST GUESS)

- ○ Less than high school graduation
- ○ High school graduation only
- ○ Less than two years } Vocational, trade, or business school after high school
- ○ Two years or more }
- ○ Less than two years of college } College program
- ○ Two or more years of college (including two-year degree)
- ○ Finish college (four- or five-year degree)
- ○ Master's degree or equivalent
- ○ Ph.D., M.D., or other advanced professional degree

○ Office Use Only

15. **Between March 1982 and the end of February 1984, did you attend and take classes for credit at any school such as college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? DO NOT INCLUDE ARMED FORCES TRAINING PROGRAMS, MANPOWER TRAINING PROGRAMS, OR NONCREDIT COURSES. YOU WILL BE ASKED ABOUT THESE EXPERIENCES IN THE NEXT SECTION. (MARK ONE)**

① Yes (GO TO Q.16) ② No (GO TO Q.40)

---

16. **Where did you live during the *first week of February* 1984? (MARK ONE)**

① Private house (e.g., your parent's house)
② Mobile home
③ Private apartment
④ Dormitory or apartment operated by a school or college
⑤ Fraternity or sorority house
⑥ Rooming or boarding house
⑦ Military service barracks, on board ship, etc.
⑧ Other (DESCRIBE)_____

---

17. **Next we would like information about all of the schools you have *attended* between March 1982 and the end of February 1984.**

IMPORTANT INSTRUCTIONS

There is room to provide information about three schools. At Q.18 write the name of the school you were attending on March 1, 1982. If you were not in school at that time, enter the name of the first school you attended after March 1, 1982. Answer parts A-K of Q.18 about that school. Provide information about the *next* school you attended at Q.19, and so on.

IF YOU ATTENDED MORE THAN 3 SCHOOLS: Provide information about the first and second schools you attended in Q.18 and Q.19. At Q.20 provide information about the *most recent* school you attended.

IF YOU ATTENDED TWO SCHOOLS AT THE SAME TIME: Provide information about both schools but use a separate question (page) for each.

18. What is the exact name and location of the *1st school you attended after March 1, 1982?* (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME: _____

_____

CITY/ STATE: _____ ZIP _____

Office Use Only

A. What kind of school is this? (MARK ONE)

- ① Vocational, trade, business, or other career training school
- ② Junior or community college (2-year)
- ③ College or university (4 years or more)
- ④ Independent graduate or professional school (medical, dental, law, theology, etc.)
- ⑤ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

- ① Public
- ② Private
- ③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL ① AND GO TO Q.18 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1982
○	Feb.	○	Aug.	○	1983
○	Mar.	○	Sep.	○	1984
○	Apr.	○	Oct.		
○	May	○	Nov.		
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

- ⑪ Freshman
- ⑫ Sophomore
- ⑬ Junior
- ⑭ Senior
- ⑮ Graduate Student
- ⑯ Special Student
- ⑰ Other (WRITE IN) _____
- ⑱ School did not classify students
- ⑲ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____

_____

_____

_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- ⑩ None (SKIP TO 18 K)
- ⑪ Certificate (IN WHAT? - WRITE IN): _____
- ⑫ License (IN WHAT? - WRITE IN): _____
- ⑬ Two- or three-year vocational degree or diploma
- ⑭ Two-year academic degree or diploma
- ⑮ Four- or five-year Bachelor's degree
- ⑯ A Master's Degree or equivalent
- ⑰ A Ph.D. or equivalent
- ⑱ An M.D., L.L.B., J.D., D.D.S, or equivalent
- ⑲ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between March 1982 and the end of February 1984 did you attend a 2nd school? (MARK ONE)

① Yes (GO TO Q.19) ② No (SKIP TO Q.21)

19. What is the exact name and location of the 2nd school you attended after March 1, 1982? (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME: _____

_____

CITY/ STATE: _____ ZIP _____

Office Use Only

A. What kind of school is this? (MARK ONE)

- ① Vocational, trade, business, or other career training school
- ② Junior or community college (2-year)
- ③ College or university (4 years or more)
- ④ Independent graduate or professional school (medical, dental, law, theology, etc.)
- ⑤ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

- ① Public
- ② Private
- ③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK ○ THIS OVAL ① AND GO TO Q.19 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1982
○	Feb.	○	Aug.	○	1983
○	Mar.	○	Sep.	○	1984
○	Apr.	○	Oct.		
○	May	○	Nov.		
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

- ⑪ Freshman
- ⑫ Sophomore
- ⑬ Junior
- ⑭ Senior
- ⑮ Graduate Student
- ⑯ Special Student
- ⑰ Other (WRITE IN) _____
- ⑱ School did not classify students
- ⑲ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____

_____

_____

_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- ⑪ None (SKIP TO 19 K)
- ⑫ Certificate (IN WHAT? - WRITE IN): _____
- ⑬ License (IN WHAT? - WRITE IN): _____
- ⑭ Two- or three-year vocational degree or diploma
- ⑮ Two-year academic degree or diploma
- ⑯ Four- or five-year Bachelor's degree
- ⑰ A Master's Degree or equivalent
- ⑱ A Ph.D. or equivalent
- ⑲ An M.D., L.L.B., J.D., D.D.S, or equivalent
- ⑳ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between March 1982 and the end of February 1984 did you attend a 3rd school? (MARK ONE)

① Yes (GO TO Q.20) ② No (SKIP TO Q.21)

20. What is the exact name and location of the *3rd school you attended after March 1, 1982?* WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME. IF YOU ATTENDED MORE THAN 3 SCHOOLS, PROVIDE INFORMATION ABOUT THE MOST RECENT SCHOOL YOU ATTENDED.

SCHOOL NAME: _____

_____

CITY/ STATE: _____ ZIP _____

Office Use Only

A. What kind of school is this? (MARK ONE)

① Vocational, trade, business, or other career training school
② Junior or community college (2-year)
③ College or university (4 years or more)
④ Independent graduate or professional school (medical, dental, law, theology, etc.)
⑤ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

① Public
② Private
③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL ① AND GO TO Q.20 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1982
○	Feb.	○	Aug.	○	1983
○	Mar.	○	Sep.	○	1984
○	Apr.	○	Oct.		
○	May	○	Nov.		
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

⑪ Freshman
⑫ Sophomore
⑬ Junior
⑭ Senior
⑮ Graduate Student
⑯ Special Student
⑰ Other (WRITE IN) _____
⑱ School did not classify students
⑲ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____
_____
_____
_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

⑪ None (SKIP TO 20 K)
⑫ Certificate (IN WHAT? - WRITE IN): _____
⑬ License (IN WHAT? - WRITE IN): _____
⑭ Two- or three-year vocational degree or diploma
⑮ Two-year academic degree or diploma
⑯ Four- or five-year Bachelor's degree
⑰ A Master's Degree or equivalent
⑱ A Ph.D. or equivalent
⑲ An M.D., L.L.B., J.D., D.D.S, or equivalent
⑳ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between March 1982 and the end of February 1984 did you attend any other school? (MARK ONE)

① Yes ② No

21. Did you attend summer classes in any school in either 1982 or 1983? (MARK ONE)

① Yes (ANSWER A)

② No (GO TO Q.22)

A. During which months or parts of a month did you attend summer classes? (MARK ALL THAT APPLY)

1982	1983
① June	① June
② July	② July
③ August	③ August

22. With regard to your education and training during the last year you were in postsecondary school, how *satisfied* as a whole were you with the following? (MARK ONE OVAL FOR EACH LINE)

	Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
a. The ability, knowledge, and personal qualities of most teachers	①	②	③	④	⑤
b. The social life	①	②	③	④	⑤
c. Development of my work skills	①	②	③	④	⑤
d. My intellectual growth	①	②	③	④	⑤
e. Counselling or job placement	①	②	③	④	⑤
f. The buildings, library, equipment, etc.	①	②	③	④	⑤
g. Cultural activities, music, art, drama, etc.	①	②	③	④	⑤
h. The intellectual life of the school	①	②	③	④	⑤
i. Course curriculum	①	②	③	④	⑤
j. The quality of the instruction	①	②	③	④	⑤
k. Sports and recreation facilities	①	②	③	④	⑤
l. The financial cost of attending	①	②	③	④	⑤
m. The prestige of the school	①	②	③	④	⑤

23. Estimate how well you have done in all of your course work or programs during the period since you left high school. (MARK ONE)

⑩ Mostly A (3.75-4.00 grade point average)

⑪ About half A and half B (3.25-3.74 grade point average)

⑫ Mostly B (2.75-3.24 grade point average)

⑬ About half B and half C (2.25-2.74 grade point average)

⑭ Mostly C (1.75-2.24 grade point average)

⑮ About half C and half D (1.25-1.74 grade point average)

⑯ Mostly D or below (less than 1.25)

⑰ Have not taken any courses for which grades were given

24. Between the time you finished high school and the end of this school year, how much postsecondary course work will you have taken in each of the following subjects? (MARK ONE OVAL FOR *EACH* LINE)

	None	1 Course	2 Courses	3 Courses	4 Courses	5 or more Courses
a. Mathematics	⑰	⑱	⑲	⑳	㉑	㉒
b. English or literature	㉓	㉔	㉕	㉖	㉗	㉘
c. French, German, or other non-English language	㉙	㉚	㉛	㉜	㉝	㉞
d. History or social science	㉟	㊱	㊲	㊳	㊴	㊵
e. Science	㊶	㊷	㊸	㊹	㊺	㊻
f. Business, office, or sales	㊼	㊽	㊾	㊿	(51)	(52)
g. Trade and industry	(53)	(54)	(55)	(56)	(57)	(58)
h. Technical courses	(59)	(60)	(61)	(62)	(63)	(64)
i. Other vocational courses	(65)	(66)	(67)	(68)	(69)	(70)
j. Computer courses	(71)	(72)	(73)	(74)	(75)	(76)

25. Since you finished high school, how much tutoring, counselling or special instruction did you receive from the school(s) you attended? (MARK ONE OVAL FOR *EACH* LINE)

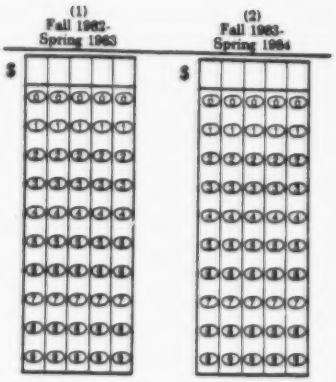
	Did Not Receive			Received	
	Not Available	Available But Did Not Receive	Very Little	Some-times	Frequently
A. *Formal Tutoring*					
1. Tutoring by faculty	①	②	③	④	⑤
2. Tutoring by students	①	②	③	④	⑤
B. *Counselling*					
1. Counselling on personal problems	①	②	③	④	⑤
2. Counselling on academic problems	①	②	③	④	⑤
3. Counselling on financial problems	①	②	③	④	⑤
4. Counselling on job or career choices	①	②	③	④	⑤
C. *Special Instruction*					
1. Remedial English instruction	①	②	③	④	⑤
2. Remedial Mathematics instruction	①	②	③	④	⑤
3. Instruction in reading improvement	①	②	③	④	⑤
4. Instruction in improving writing skills	①	②	③	④	⑤
5. Instruction in how to take tests	①	②	③	④	⑤
6. Help in learning how to study more efficiently	①	②	③	④	⑤
D. *Assistance in finding part-time jobs*	①	②	③	④	⑤

The following questions ask about your school finances for the following two regular academic years: *Fall 1982 through Spring 1983* and *Fall 1983 through Spring 1984*.

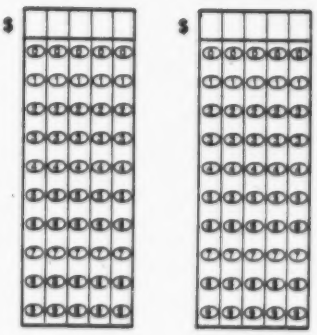
If you are unsure about the actual amount for a particular item, GIVE YOUR *BEST* ESTIMATE. Answer for *EACH* year or part of a year that you attended school.

26. During which of the two academic years did you attend school? (MARK ONE)

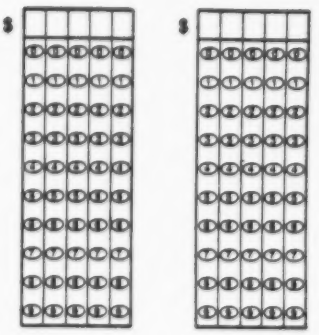
- ① ONLY prior to Fall 1982 (SKIP TO Q.34)
- ② ONLY Fall 1982 - Spring 1983 (ANSWER A-C)
- ③ ONLY Fall 1983 - Spring 1984 (ANSWER A-C)
- ④ During BOTH YEARS (ANSWER A-C)



A. What were your total annual charges *for tuition and fees* for each year that you attended school? INCLUDE ALL TUITION AND FEES EVEN IF THEY WERE PAID COMPLETELY OR IN PART BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.



B. What was the total annual cost of *room and board and living expenses*, such as books and supplies, transportation to and from classes, and all other school related expenses? IF YOU LIVED AT HOME WHILE ATTENDING SCHOOL INCLUDE THOSE EXPENSES AS YOUR ROOM AND BOARD. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.



C. The total cost of going to school includes tuition and fees, room and board, living expenses and all other school-related expenses. What was the *total annual cost* of attending school for each year that you attended? INCLUDE ALL COSTS EVEN IF THEY WERE PAID BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.

27. Did you receive (or will you receive) any kind of scholarship, fellowship, grant, or benefits (*not* a loan) to go to school during these time periods? (MARK ALL THAT APPLY).

- ⊖ Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ⊖ Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ⊖ No (GO TO Q.28)

A. What kind(s) of scholarship, fellowship, grant, or benefit (*not* a loan) did you or will you receive? (MARK ALL THAT APPLY IN *EACH* COLUMN)

		(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a.	Basic Educational Opportunity Grant (BEOG) or Pell Grant	⊖	⊖
b.	Supplemental Educational Opportunity Grant	⊖	⊖
c.	ROTC Scholarship	⊖	⊖
d.	Social Security Benefits for Children of Retired, Disabled or Deceased Parents	⊖	⊖
e.	Nursing scholarship program	⊖	⊖
f.	Veterans Administration Survivors' and Dependents Educational Assistance Program	⊖	⊖
g.	Veterans' Educational Assistance Program (VEAP) or new GI Bill	⊖	⊖
h.	State Scholarship Program	⊖	⊖
i.	College or University Scholarship	⊖	⊖
j.	Scholarships from Private Organizations	⊖	⊖
k.	Division of Vocational Rehabilitation Educational Benefits	⊖	⊖
l.	Financial assistance for which you do not know the source	⊖	⊖
m.	Tuition waiver, forgiveness or reduction	⊖	⊖
n.	Other scholarship or grant (WRITE IN) _____	⊖	⊖

B. Estimate the *total dollar value* of the amount you received and will receive from scholarships, fellowships, grants, or benefits (*not* a loan) during each period. Enter a zero, "0", where you received no such funds. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

TOTAL DOLLAR VALUE:

(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
$	$

28. **Considering the same time periods, did you or will you receive a loan to go to school? (MARK ALL THAT APPLY)**

- ⊖ Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ⊖ Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ⊖ No (GO TO Q.29)

A. **From which of the following sources did you or will you receive a loan to go to school? (MARK ALL THAT APPLY IN *EACH* COLUMN)**

		(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a.	National Direct Student Loan	⊖	⊖
b.	Federal Guaranteed Student Loan Program	⊖	⊖
c.	Nursing Student Loan Program	⊖	⊖
d.	State Student Loan Program	⊖	⊖
e.	College or University Loan Program	⊖	⊖
f.	Regular bank loan	⊖	⊖
g.	Parents, other relatives or friends	⊖	⊖
h.	Loan for which you do not know the exact source	⊖	⊖
i.	Other loan (WRITE IN) _____	⊖	⊖

B. **Estimate the *total dollar value* of the amounts you received or will receive as loans to go to school during each period. Enter a zero, "0", where you received no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)**

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
TOTAL DOLLAR VALUE:	$	$

29. **Considering the same time periods, did you receive or will you receive financial assistance (*not* a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY)**

- ⊖ Yes, Fall 1982 - Spring 1983 (ANSWER A)
- ⊖ Yes, Fall 1983 - Spring 1984 (ANSWER A)
- ⊖ No (GO TO Q.30)

A. **Estimate the *total dollar value* of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)**

	Parents		*Spouse, Other Relatives, Friends*		
	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984	(3) Fall 1982-Spring 1983	(4) Fall 1983-Spring 1984	
	$	$	$	$	
TOTAL DOLLAR VALUE					TOTAL DOLLAR VALUE

30. Considering the same time periods, did you pay any of the costs to go to school from the money you had saved or earned? (MARK ALL THAT APPLY)

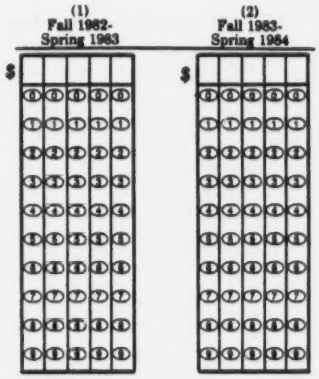
- ① Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ① Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ① No (GO TO Q.31)

A. What was (were) the source(s) of the money you paid or will pay to go to school from the money you had saved or earned? (MARK ALL THAT APPLY IN *EACH* COLUMN)

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a. Own savings from money I earned before I started postsecondary school	①	①
b. Own earnings (including summer earnings) since I started school but not while taking courses	①	①
c. Money earned from a college work-study job	①	①
d. Money earned from a cooperative education program	①	①
e. Teaching or research assistantship	①	①
f. Other earnings while taking courses	①	①

B. Estimate the total amount of money you paid or will pay to go to school from money you had saved or earned. Enter a zero, "0", where you paid no money. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

TOTAL DOLLAR VALUE:



31. Have your parents transferred any financial assets such as stocks, bonds, or trust funds to your name? (MARK ONE)

① Yes ① No ① Don't Know

32. Did your parents take out loans or borrow money to finance your postsecondary schooling? (MARK ONE)

① Yes (ANSWER A) ① No (SKIP TO Q.33) ① Don't Know (SKIP TO Q.33)

A. Did your parents borrow money under the Auxiliary Loan/PLUS loan program or through a Home Equity Loan? (MARK ONE)

① Yes ① No ① Don't Know

33. Thinking about all of the *loans* you have received for your education, at the present time: (ANSWER A-C)

IF YOU HAVE *NO* LOANS: MARK THIS OVAL: ① AND SKIP TO Q.34

A. Have *any* of your student loan payments been deferred or forgiven? (MARK ONE)

① Yes ② No

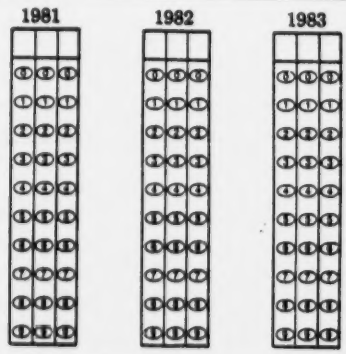
B. Have any of your student loan repayment schedules begun? (MARK ONE)

① Yes (ANSWER C) ② No (GO TO Q.34)

C. When was your first payment due? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

34. For each year listed, please estimate the number of days you lived in the home of your parents (or guardians). (WRITE IN NUMBER AND MARK APPROPRIATE OVALS. IF NONE, ENTER "000")



35. For each year listed, indicate which of the following were provided to you by your parents (or guardians), at *no* cost to you. (MARK ALL THAT APPLY FOR EACH YEAR)

	1981	1982	1983
a. Room (Living quarters)	①	①	①
b. Board (Food)	①	①	①
c. Use of parent's car or truck	①	①	①
d. Medical expenses or insurance	①	①	①
e. Clothing	①	①	①
f. NONE OF THE ABOVE FOR THE YEAR LISTED	①	①	①

36. How much financial assistance (in cash or other gifts and support) did you receive from your parents or guardians for each year specified below? INCLUDE THE APPROXIMATE DOLLAR VALUE OF SUPPORT INDICATED IN Q.35 AND *ANY* OTHER CASH ASSISTANCE, GIFTS OR SUPPORT RECEIVED. (MARK ONE FOR *EACH* YEAR.)

	None	$1-$500	$501-750	$751-1,000	$1,001-1,250	$1,251-1,500	$1,501-2,000	$2,001-3,000	$3,001 or More	Don't Know
a. 1981	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
b. 1982	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
c. 1983	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

37. Please indicate whether or not your parents (or guardians) claimed you as an exemption on their federal income tax during each of the following years: (MARK ONE OVAL FOR *EACH* YEAR)

	YES	NO	DON'T KNOW
a. 1981	①	②	③
b. 1982	①	②	③
c. 1983	①	②	③
d. 1984 (Will be)	①	②	③

38. Do you have any brothers or sisters (stepbrothers or stepsisters)?

① Yes (ANSWER A AND B BELOW) ② No (SKIP TO Q.39)

A. For the years listed, how many of your brothers or sisters attended private school (either elementary or high school) at your parents' or guardians' expense? Include stepbrothers or stepsisters if they were receiving financial assistance from your parents or guardians. (MARK ONE FOR EACH YEAR LISTED)

1981	1982	1983	1984
(00) None	(00) None	(00) None	(00) None
(01) 1	(01) 1	(01) 1	(01) 1
(02) 2	(02) 2	(02) 2	(02) 2
(03) 3	(03) 3	(03) 3	(03) 3
(04) 4	(04) 4	(04) 4	(04) 4
(05) 5	(05) 5	(05) 5	(05) 5
(06) 6 or more	(06) 6 or more	(06) 6 or more	(06) 6 or more

B. For the years listed, how many of your brothers or sisters (stepbrothers or stepsisters) were receiving financial assistance from your parents or guardians while enrolled in postsecondary education? (MARK ONE FOR EACH YEAR LISTED)

1981	1982	1983	1984
(00) None	(00) None	(00) None	(00) None
(01) 1	(01) 1	(01) 1	(01) 1
(02) 2	(02) 2	(02) 2	(02) 2
(03) 3	(03) 3	(03) 3	(03) 3
(04) 4	(04) 4	(04) 4	(04) 4
(05) 5	(05) 5	(05) 5	(05) 5
(06) 6 or more	(06) 6 or more	(06) 6 or more	(06) 6 or more

39. Have you formally applied for admission (filled out a form and sent it in) to any graduate or professional school (law, medicine, pharmacy, etc.) since the beginning of March 1982? (MARK ONE)

① Yes (ANSWER A AND B) ② No (SKIP TO Q.40)

A. Were you accepted for admission at any graduate or professional school? (MARK ONE)

① Yes (ANSWER B) ② No (ANSWER B)

B. Did you apply for financial aid? (MARK ONE)

① Yes (ANSWER C) ② No (SKIP TO Q.40)

C. Were you offered financial aid? (MARK ONE)

① Yes ② No ③ Don't Know

OTHER TRAINING

40. Between March 1982 and the end of February 1984, have you participated in any program such as registered apprenticeships or manpower training programs? Do not include regular school and college programs or Armed Forces training programs. (MARK ONE)

- Yes (ANSWER A)
- No (GO TO Q.41)

A. What type of training program(s) or course(s) have you participated in? (MARK ALL THAT APPLY)

- Formal Registered Apprenticeship (your state or labor union)
- Work Incentive (WIN)
- Job Corps
- Comprehensive Employment and Training Act (CETA) or Job Training Partnership Act (JTPA)
- State or locally sponsored employment and training program
- Other employment and training program (DESCRIBE)

_____

41. Between March 1982 and the end of February 1984, in which of the following educational activities have you participated? (MARK ALL THAT APPLY)

- Non-credit courses or activities in regular school
- Correspondence courses
- Courses given by a community group, labor organization, or church
- Courses given by a private instructor
- Courses given by television, radio or newspaper
- NONE OF THE ABOVE

42. Between March 1982 and the end of February 1984, have you earned any certificates or licenses of any kind? (MARK ONE)

- Yes (ENTER KINDS OF CERTIFICATES OR LICENSES AND DATES RECEIVED BELOW)
- No (GO TO Q.43)

CERTIFICATES

1. First Certificate (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR
Jan.	Jul.		1982
Feb.	Aug.		1983
Mar.	Sep.		1984
Apr.	Oct.		
May	Nov.		
Jun.	Dec.		

Office Use Only

2. Second Certificate (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR
Jan.	Jul.		1982
Feb.	Aug.		1983
Mar.	Sep.		1984
Apr.	Oct.		
May	Nov.		
Jun.	Dec.		

Office Use Only

LICENSES

3. First License (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR
Jan.	Jul.		1982
Feb.	Aug.		1983
Mar.	Sep.		1984
Apr.	Oct.		
May	Nov.		
Jun.	Dec.		

Office Use Only

4. Second License (IN WHAT? - WRITE IN BELOW

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR
Jan.	Jul.		1982
Feb.	Aug.		1983
Mar.	Sep.		1984
Apr.	Oct.		
May	Nov.		
Jun.	Dec.		

Office Use Only

MILITARY EXPERIENCE

43. Since leaving high school, have you: (MARK ONE FOR *EACH* LINE)

		Yes	No
a.	Requested information by phone or mail (such as coupon or postcard) about any of the military services?	①	②
b.	Discussed enlisting in the military with one or more recruiters?	①	②
c.	Taken the three-hour test called the ASVAB that is required to enter the military?	①	②
d.	Taken the physical exam required to enlist?	①	②
e.	Been accepted into any branch of the Armed Forces and will enter basic training later this year?	①	②
f.	Been accepted into any branch of the Armed Forces but decided not to enter any service?	①	②

44. Since leaving high school, have you served on *active duty* in the regular Armed Forces? (MARK ONE)

① Yes (ANSWER A-K) ② No (GO TO Q.45)

A. In which branch of the regular Armed Forces did you serve (or are you serving) on *active duty*? (MARK ONE ONLY)

① Army
② Navy
③ Air Force
④ Marines
⑤ Coast Guard

B. When did you begin active duty? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

C. Have you received or are you receiving four or more weeks of specialized schooling while in the Armed Forces? (MARK ONE)

① Yes (GO TO D) ② No (SKIP TO E)

D. What is the name of the specialized schooling program in which you spent the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

Name of program:_____

Office Use Only ①①①①①①①①①①①

E. Specify your current primary military specialty code (e.g., Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (WRITE IN THE NAME OF YOUR SPECIALTY *FIRST*, THEN ADD YOUR CODE. USE STANDARD ABBREVIATIONS)

Name of Specialty and Code:_____

Office Use Only ①①①①①①①①①①①

F. What is the highest pay grade you have held in the Armed Forces? (WRITE IN)

Pay grade:_____

Office Use Only

G. Have you taken any courses while in the Armed Forces that: (MARK ONE FOR EACH LINE)

		Yes	No
a.	Prepared you for the high school equivalency test?	①	②
b.	Prepared you for equivalency tests that can be taken for college credit?	①	②
c.	Were college-sponsored courses which gave college credits?	①	②

H. Are you currently on active duty? (MARK ONE)

① Yes (GO TO J) ② No (ANSWER I)

I. Enter date left active duty: (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

(NOW GO TO Q.45)

J. How long do you expect to be on active duty in the Armed Forces? (MARK ONE)

① For a two-year enlistment only
② For a three-year or four-year enlistment
③ For a six-year enlistment
④ For more than one enlistment, but less than a full career
⑤ For a full career (20 years minimum)
⑥ Have not decided

K. What do you plan to do when you get out of the Armed Forces? (MARK ONE FOR EACH LINE)

		My plans	NOT my plans
a.	Full-time or part-time work in a field in which I received training in the Armed Forces	①	②
b.	Full-time or part-time work, but not in the field in which I received training in the Armed Forces	①	②
c.	College, either full-time or part-time	①	②
d.	Technical, vocational, or business or career training school, either full-time or part-time	①	②
e.	Registered apprenticeship or on-the-job training program	①	②
f.	Retire	①	②
g.	Undecided	①	②
h.	Make use of Veteran's Educational Assistance Program (VEAP)	①	②
i.	Other (EXPLAIN)_____	①	

45. Have you ever served (or are you now serving) in a Reserve or National Guard Unit or in the ROTC?

① Yes (ANSWER A) ② No (GO TO INSTRUCTIONS ABOVE Q.46)

A. In which of the following have you served (or are you now serving)? (MARK ALL THAT APPLY)

① Army Reserve
① Navy Reserve
① Air Force Reserve
① Marine Corps Reserve
① Army National Guard
① Air National Guard
① Coast Guard Reserve
① ROTC

WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the period between March 1982 and February 1984. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

46. Between March 1982 and the end of February 1984, did you hold a full-time or part-time job of any kind? This includes PAID jobs, VOLUNTEER jobs, working WITHOUT PAY on a family farm or business or being in the MILITARY. (MARK ONE)

- ○ Yes (CONTINUE TO INSTRUCTIONS ON BOTTOM OF THIS PAGE)
- ○ No (SKIP TO Q.54)

Next we would like information about all of the jobs you had between March 1982 and the end of February 1984. We would also like to know about periods of time you were between jobs and looking for work.

IMPORTANT INSTRUCTIONS

There is room to discuss four jobs. At Q.47 enter the job you held on March 1, 1982. If you had no job at that time, enter the first job you held after March 1, 1982. Answer parts A-L about that job. Enter your next job at Q.48 and so on.

IF YOU HAVE HAD MORE THAN 4 JOBS: Enter the first three jobs in Qs.47 to 49 and then enter your *most recent* or current job in Q.50.

IF YOU HELD TWO JOBS AT THE SAME TIME: Enter both jobs but enter them on separate pages.

IF YOU HAVE BEEN IN THE MILITARY: Please consider your entire military experience as one job.

47. FIRST JOB HELD SINCE MARCH 1982 (ANSWER PARTS A-L)

A. **What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)**

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B. **What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)**

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C. **What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)**

D. **On this job were you: (MARK ONE)**

- Employee of a PRIVATE COMPANY
- GOVERNMENT EMPLOYEE (federal, state, local)
- Self-employed in your OWN business
- Working WITHOUT PAY on a family business or farm
- Working WITHOUT PAY in a volunteer job

E. **When did you start this job? (MARK OVALS FOR MONTH AND YEAR)**

MONTH				YEAR	
Jan.	Jul.			1976 or before	
Feb.	Aug.			1977	1981
Mar.	Sep.			1978	1982
Apr.	Oct.			1979	1983
May	Nov.			1980	1984
Jun.	Dec.				

F. **IF YOU STILL HAVE THIS JOB, MARK THIS OVAL AND GO TO Q.47G.**

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
Jan.	Apr.	Jul.	Oct.	1982
Feb.	May	Aug.	Nov.	1983
Mar.	Jun.	Sep.	Dec.	1984

G. **What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)** $

MARK ONE
- Hourly
- Weekly
- Bi-weekly
- Monthly
- Yearly
- Working without pay

H. **What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)** $

MARK ONE
- Hourly
- Weekly
- Bi-weekly
- Monthly
- Yearly
- Working without pay

I. **About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)**

HOURS PER WEEK:

J. **How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)**

- School employment or placement service
- Public employment service
- Private employment agency
- Newspaper advertisement
- Checked with employer directly
- Through a relative
- Through a friend
- Civil Service application
- Union Registration
- Other (WRITE IN)_____

K. **Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)**

- Job ended (temporary job, laid off, or fired)
- School-related reasons (graduated, school started, school year ended)
- Quit because job, hours, or pay, etc., unsatisfactory
- Found a better job or was promoted
- Moved elsewhere
- Health-related reasons (illness, injury, pregnancy)
- Other (WRITE IN)_____
- **STILL HAVE THIS JOB**

L. **Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)**

- Yes (ANSWER a)
- No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
- **STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)**

a. **For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)**

NUMBER OF WEEKS:

IF YOU HAD A 2ND JOB, CONTINUE WITH Q.48.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.51.

48. SECOND JOB HELD SINCE MARCH 1982 (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

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B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

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C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.	○ 1976 or before			
○ Feb.	○ Aug.	○ 1977	○ 1981		
○ Mar.	○ Sep.	○ 1978	○ 1982		
○ Apr.	○ Oct.	○ 1979	○ 1983		
○ May	○ Nov.	○ 1980	○ 1984		
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS ○ OVAL ① AND GO TO Q.48G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1982
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1983
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- ⑩ Hourly
- ⑪ Weekly
- ⑫ Bi-weekly
- ⑬ Monthly
- ⑭ Yearly
- ⑮ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- ⑩ Hourly
- ⑪ Weekly
- ⑫ Bi-weekly
- ⑬ Monthly
- ⑭ Yearly
- ⑮ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ School employment or placement service
- ⑪ Public employment service
- ⑫ Private employment agency
- ⑬ Newspaper advertisement
- ⑭ Checked with employer directly
- ⑮ Through a relative
- ⑯ Through a friend
- ⑰ Civil Service application
- ⑱ Union Registration
- ⑲ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ Job ended (temporary job, laid off, or fired)
- ⑪ School-related reasons (graduated, school started, school year ended)
- ⑫ Quit because job, hours, or pay, etc., unsatisfactory
- ⑬ Found a better job or was promoted
- ⑭ Moved elsewhere
- ⑮ Health-related reasons (illness, injury, pregnancy)
- ⑯ Other (WRITE IN)_____
- ⑰ STILL HAVE THIS JOB

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
- ③ STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 3RD JOB, CONTINUE WITH Q.49.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.51.

49. THIRD JOB HELD SINCE MARCH 1982 (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

_____
_____
_____

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B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

_____
_____
_____

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

_____

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.			○ 1976 or before	
○ Feb.	○ Aug.			○ 1977	○ 1981
○ Mar.	○ Sep.			○ 1978	○ 1982
○ Apr.	○ Oct.			○ 1979	○ 1983
○ May	○ Nov.			○ 1980	○ 1984
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS ○ OVAL ① AND GO TO Q.49G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1982
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1983
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ⑩ Hourly
- ⑪ Weekly
- ⑫ Bi-weekly
- ⑬ Monthly
- ⑭ Yearly
- ⑮ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ⑩ Hourly
- ⑪ Weekly
- ⑫ Bi-weekly
- ⑬ Monthly
- ⑭ Yearly
- ⑮ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ School employment or placement service
- ⑪ Public employment service
- ⑫ Private employment agency
- ⑬ Newspaper advertisement
- ⑭ Checked with employer directly
- ⑮ Through a relative
- ⑯ Through a friend
- ⑰ Civil Service application
- ⑱ Union Registration
- ⑲ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ Job ended (temporary job, laid off, or fired)
- ⑪ School-related reasons (graduated, school started, school year ended)
- ⑫ Quit because job, hours, or pay, etc., unsatisfactory
- ⑬ Found a better job or was promoted
- ⑭ Moved elsewhere
- ⑮ Health-related reasons (illness, injury, pregnancy)
- ⑯ Other (WRITE IN)_____
- ⑰ **STILL HAVE THIS JOB**

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
- ③ **STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)**

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 4TH JOB, CONTINUE WITH Q.50.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.51.

50. FOURTH JOB HELD SINCE MARCH 1982 (ANSWER PARTS A-M)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

_____
_____
_____

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

_____
_____
_____

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

_____

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH		YEAR	
○ Jan.	○ Jul.	○ 1976 or before	
○ Feb.	○ Aug.	○ 1977	○ 1981
○ Mar.	○ Sep.	○ 1978	○ 1982
○ Apr.	○ Oct.	○ 1979	○ 1983
○ May	○ Nov.	○ 1980	○ 1984
○ Jun.	○ Dec.		

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ① AND GO TO Q.50G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1982
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1983
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- ⑪ Hourly
- ⑫ Weekly
- ⑬ Bi-weekly
- ⑭ Monthly
- ⑮ Yearly
- ⑯ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- ⑪ Hourly
- ⑫ Weekly
- ⑬ Bi-weekly
- ⑭ Monthly
- ⑮ Yearly
- ⑯ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ School employment or placement service
- ⑪ Public employment service
- ⑫ Private employment agency
- ⑬ Newspaper advertisement
- ⑭ Checked with employer directly
- ⑮ Through a relative
- ⑯ Through a friend
- ⑰ Civil Service application
- ⑱ Union Registration
- ⑲ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ Job ended (temporary job, laid off, or fired)
- ⑪ School-related reasons (graduated, school started, school year ended)
- ⑫ Quit because job, hours, or pay, etc., unsatisfactory
- ⑬ Found a better job or was promoted
- ⑭ Moved elsewhere
- ⑮ Health-related reasons (illness, injury, pregnancy)
- ⑯ Other (WRITE IN)_____
- ⑰ **STILL HAVE THIS JOB**

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO 50M)
- ③ **STILL HAVE SAME JOB (GO TO 50M)**

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

M. Between March 1982 and the end of February 1984 did you have any other job(s)? (MARK ONE)

- ① Yes
- ② No

51. At any time between leaving high school and the end of February 1984, have you held a full-time job? (MARK ONE)

① Yes (ANSWER A) ② No (SKIP TO Q.52)

A. Considering the *most recent* full-time job you have held, which type(s) of employer-provided training benefit(s) or training program(s) did you receive or participate in?
(MARK ALL THAT APPLY. FOR ANY PROGRAMS OR BENEFITS MARKED: ANSWER B AND C, THEN ANSWER D.)

Training Programs or Benefits	B. Number of Hours Per Week	C. Total Number of Weeks
① Employer-provided job training during working hours on employer premises		
① Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.)		
① Employer-provided education or training provided during working hours away from employer premises		
① Tuition aid and/or financial assistance for attending educational institutions after working hours		
① Other (SPECIFY)_____		
① NONE OF THE ABOVE (SKIP TO Q.52)		

D. Was your participation in some or all of this training *required* by your employer? (MARK ONE)

① Yes, all required
② Yes, some required
③ No, none required

52. Not including on-the-job or employer training, have you received formal training to do your current (or most recent) job? (MARK ONE)

① Yes (ANSWER A-E) ② No (GO TO Q. 53)

A. Where did you receive this training? (MARK ALL THAT APPLY)

① High school
② Vocational, trade, business, or other career training school
③ Apprenticeship or government training program
④ Junior or community college
⑤ College or university (four years or more)
⑥ Independent graduate or professional school (medical, dental, law, theology, etc)
⑦ Military service
⑧ Other (DESCRIBE)_____

B. How did your training relate to your experiences on this job? (MARK ALL THAT APPLY)

① I was able to apply most of what I learned in school
② I would have liked more job-related training before I started working
③ The way the job was done was different from the way I was trained
④ I did not use, on-the-job, the tools or equipment I was trained to use
⑤ I could have gotten my job without the training
⑥ I realized I had taken coursework associated with my training which was not helpful in performing my job
⑦ Most of what I did on the job I learned to do in school
⑧ I considered myself to be doing as well as others with similar training
⑨ I considered going to school and getting the training a wise choice

C. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work? (MARK ONE)

① Yes
② No
③ Don't Know

D. Did your training include instruction in the use of machines or equipment (include instruction in the operation of office machines, computers, machine tools, vehicles, or other such equipment)? (MARK ONE)

① Yes (ANSWER E)
② No (SKIP TO Q.53)

E. Thinking about the formal training you have received, we are interested in the equipment on which you were trained. (MARK ONE OVAL ON EACH LINE)

	Yes	No
a. There was enough equipment available	①	②
b. The equipment was kept in good repair	①	②
c. The equipment used was up-to-date	①	②
d. The equipment used provided good preparation for my job	①	②

53. How satisfied were you with the following aspects of your present or most recent job? (MARK ONE OVAL ON *EACH* LINE.)

		Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied
a.	Pay and fringe benefits	①	①	①	①
b.	Importance and challenge	①	①	①	①
c.	Working conditions	①	①	①	①
d.	Opportunity for promotion and advancement with this employer	①	①	①	①
e.	Opportunity for promotion and advancement in this line of work	①	①	①	①
f.	Opportunity to use past training and education	①	①	①	①
g.	Security and permanence	①	①	①	①
h.	Supervisor(s)	①	①	①	①
i.	Opportunity for developing new skills	①	①	①	①
j.	Job as a whole	①	①	①	①
k.	The pride and respect I received from my family and friends by being in this line of work	①	①	①	①
l.	Relationships with co-workers	①	①	①	①

54. In the next few years, how likely is it that you will be: (MARK ONE OVAL ON *EACH* LINE)

		Definitely	Probably	Probably Not	Definitely Not	Don't Know/ Not Sure
a.	Working as a laborer on construction jobs	①	①	①	①	①
b.	Working at a desk in a business office	①	①	①	①	①
c.	Serving in the military	①	①	①	①	①
d.	Working as a salesperson	①	①	①	①	①
e.	Working as a waiter or waitress in a restaurant	①	①	①	①	①
f.	Teaching in an elementary or secondary school	①	①	①	①	①

55. **Write in here the name of the job or occupation that you *expect or plan to have* when you are 30 years old. Even if you are not at all sure, write in your *ONE* best guess.**

(WRITE IN)_____

A. **Which of the categories below comes closest to describing that job? (MARK ONE)**

- (01) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- (02) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- (03) FARMER, FARM MANAGER
- (04) HOMEMAKER (without other job)
- (05) LABORER such as construction worker, car washer, sanitary worker, farm laborer
- (06) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- (07) MILITARY such as career officer, enlisted man or woman in the Armed Forces
- (08) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver
- (09) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- (10) PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- (11) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- (12) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- (13) SALES such as salesperson, advertising or insurance agent, real estate broker
- (14) SCHOOL TEACHER such as elementary or secondary
- (15) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress
- (16) TECHNICAL such as draftsman, medical or dental technician, computer programmer
- (17) NOT WORKING

(18) OFFICE USE ONLY

PERIODS UNEMPLOYED

56. In the 21 month period between June 1982 and the end of February 1984, were you *ever* without a job *and* looking for work at the *same* time? (MARK ONE)

- ① Yes (ANSWER A-D)
- ② No (SKIP TO Q.57)

A. During which months or parts of a month were you *both* without a job *and* looking for work? (MARK ALL THAT APPLY)

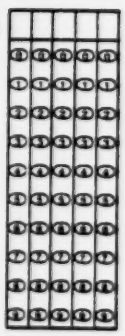
1982	1983		1984
① June	① January	① July	① January
① July	① February	① August	① February
① August	① March	① September	
① September	① April	① October	
① October	① May	① November	
① November	① June	① December	
① December			

B. During the most recent period indicated above, on average about how many hours *per week* did you spend actively looking for work? (WRITE IN NUMBER OF HOURS AND MARK APPROPRIATE OVALS)

HOURS PER WEEK

C. What was the lowest salary or wage rate you would have accepted *during the most recent period indicated above?* (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)

SALARY OR WAGE RATE $



(MARK ONE)

- ① Hourly
- ② Weekly
- ③ Monthly
- ④ Yearly

D. During the *last week* you were looking for work, where did you go or what did you do to find a job? (MARK ALL THAT APPLY)

- ① School or college employment or placement service
- ① Civil Service applications
- ① Public employment service
- ① Private employment agency
- ① Community action or welfare groups
- ① Newspaper advertisement
- ① Direct application to employer
- ① Registration with a union
- ① Checked through relatives
- ① Checked through friends
- ① Nothing
- ① Other (EXPLAIN)_____

FAMILY INFORMATION

57. What was your marital status the *first week of February* 1984? (MARK ONE)

- ⓪ Divorced (SKIP TO Q.63)
- ⓫ Widowed (SKIP TO Q.63)
- ⓬ Separated (SKIP TO Q.63)
- ⓭ Never married (SKIP TO Q.65)
- ⓮ Not married but living with an unrelated adult of the opposite sex (GO TO Q.58. ANSWER Qs.58-62 FOR THIS PERSON)
- ⓯ Married (GO TO Q.58)

---

58. What was your spouse (husband or wife) doing the first week of February 1984? (MARK ALL THAT APPLY)

- ⓪ He or she was working for pay at a full-time or part-time job
- ⓪ Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- ⓪ Taking academic courses at a two- or four-year college
- ⓪ Taking courses at a graduate or professional school (e.g., law, medicine, pharmacy, etc.)
- ⓪ Serving on active duty in the Armed Forces (or service academy)
- ⓪ Keeping house (without other job)
- ⓪ Temporary layoff from work, looking for work, or waiting to report to work
- ⓪ Other (DESCRIBE)_____

---

59. Did your spouse hold a job the *first week of February* 1984? (MARK ONE)

- ⓪ Yes (GO TO Q.60)
- ⓪ No (SKIP TO Q.61)

---

60. Please describe below the job your spouse held during the *first week of February* 1984.

A. What kind of business or industry was this? (For example, shoe store, restaurant, etc.)

(WRITE IN)_____

Office Use Only	⓪①②③④⑤⑥⑦⑧⑨

B. What kind of job or occupation did he or she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(WRITE IN)_____

Office Use Only	⓪①②③④⑤⑥⑦⑧⑨

C. What were his or her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.) (WRITE IN)

_____

_____

_____

D. Was he or she: (MARK ONE)

- ⓪ An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions?
- ⓪ A GOVERNMENT employee (Federal, State, county or local institution or school)?
- ⓪ Self-employed in his or her OWN business, professional practice, or farm?
- ⓪ Working WITHOUT PAY in family business or farm?
- ⓪ Working WITHOUT PAY in volunteer job?

E. When did he or she start working at this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH		
○ Jan.	○ May	○ Sep.
○ Feb.	○ Jun.	○ Oct.
○ Mar.	○ Jul.	○ Nov.
○ Apr.	○ Aug.	○ Dec.

YEAR		
○ 1976 or before	○ 1979	○ 1983
○ 1977	○ 1980	○ 1984
○ 1978	○ 1981	
	○ 1982	

F. Is he or she currently working at this job? (MARK ONE)

① Yes ② No ● (IF NO, MARK ONE FOR MONTH LEFT)

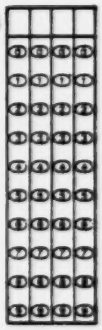
⑳ February	㉒ April	㉔ June
㉑ March	㉓ May	㉕ July

G. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS AND MARK APPROPRIATE OVALS)

HOURS PER WEEK

H. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS)

APPROXIMATE EARNINGS DURING AVERAGE WEEK $



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61. As of the first week of February 1984, what was the highest level of education that your husband or wife had attained? (MARK ONE)

⑰ Some high school, or less

⑱ Finished high school or earned a high school equivalency diploma or certificate

⑲ Less than two years
⑳ Two years or more
} Vocational, trade, or business school after high school

㉑ Less than two years of college
㉒ Two or more years of college (including two-year degree)
㉓ Finished college (four- or five-year degree)
㉔ Master's degree or equivalent
㉕ Ph.D., M.D., or other advanced professional degree
} College program

㉖ Don't know

62. Now please think back to October 1, 1983. If you were married then, what was your husband or wife doing in *October 1983*? (MARK ALL THAT APPLY)

IF YOU WERE NOT MARRIED AT THAT TIME, MARK OVAL HERE ⟶ ① AND GO TO Q.63.

- ① Working for pay at a full-time or part-time job
- ① Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)
- ① Taking academic courses at a two- or four-year college
- ① Taking courses at graduate or professional school (e.g., law, medicine, pharmacy)
- ① Serving on active duty in the Armed Forces (or service academy)
- ① Keeping house (without other job)
- ① On temporary layoff from work, looking for work, or waiting to report to work
- ① Other (DESCRIBE)_____

---

63. How many times have you been married? (MARK ONE)

- ① Never (SKIP TO Q.65)
- ① Once (GO TO Q.64)
- ① Twice (GO TO Q.64)
- ① Three or more times (GO TO Q.64)

64. Now we would like some information about your current or most recent marriage and any past marriage(s). Please start with your current or most recent marriage and then report the one(s) before that, if any.

	(1) Current or most recent marriage	(2) Previous marriage	(3) Previous marriage
A. When did this marriage begin? (MARK OVALS FOR MONTH AND YEAR)	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984
B. When did this marriage end? (MARK OVALS FOR MONTH AND YEAR AND COMPLETE PART C AND D) **(IF STILL MARRIED, MARK OVAL HERE → GO TO COLUMN 2 OR Q.65)**	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984 ① Still Married	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984
C. How did this marriage end? (MARK ONE)	① Separation ② Divorce or annulment ③ Death	① Separation ② Divorce or annulment ③ Death	① Separation ② Divorce or annulment ③ Death
IF NOW SEPARATED, ANSWER D: **D. When did you stop living together with your spouse? (MARK OVALS FOR MONTH AND YEAR)**	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984		

65. How many children, altogether, do you eventually expect to have? (MARK ONE)

- ⑩ None (SKIP TO Q.68)
- ⑪ One (GO TO Q.66)
- ⑫ Two (GO TO Q.66)
- ⑬ Three (GO TO Q.66)
- ⑭ Four (GO TO Q.66)
- ⑮ Five (GO TO Q.66)
- ⑯ Six or more (GO TO Q.66)

66. **Did you have any children (including adopted, foster-care and stepchildren) as of the *first week of February* 1984? (MARK ONE)**

① Yes (ANSWER A) ② No (SKIP TO Q.68)

A. **How many children (including adopted, foster-care and stepchildren) did you have as of the *first week of February* 1984? (WRITE IN AND MARK APPROPRIATE OVALS)**

NUMBER OF CHILDREN:

67. **Next we would like some information about your children (including adopted, foster-care, and stepchildren). Please enter information about your first child and then report the one(s) after that, if any.**

	First Child	Second Child	If more than two: Most Recent (Last) Child
A. What is the birth date of this child? (MARK OVALS FOR MONTH AND YEAR)	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1978 or before ○ 1979 ○ 1982 ○ 1980 ○ 1983 ○ 1981 ○ 1984
B. Is the child adopted, a stepchild, or a foster-care child, or a child born to you? (MARK ONE)	① Born to me ② Adopted ③ Stepchild ④ Foster-care	① Born to me ② Adopted ③ Stepchild ④ Foster-care	① Born to me ② Adopted ③ Stepchild ④ Foster-care

INCOME

68. What is the best estimate of your income before taxes for (a) *ALL OF 1982*, and (b) *ALL OF 1983*? If married, include your spouse's income in the total. *DO NOT INCLUDE LOANS.* Please make a dollar amount entry on <u>each</u> line. If you did not receive any income from a source, enter a zero, "0".
(WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS. START WITH PART a, COLUMN 1 AND CONTINUE THROUGH PART n IN COLUMN 4 ON NEXT PAGE.)

IF YOU HAVE NO SPOUSE: MARK OVAL HERE ⊙

COLUMN 1 SOURCE	Amount Received 1982	Amount Received 1983
a. Your own wages, salaries, commissions, or tips. IF NONE: ENTER "0"	$	$
b. Your own net income from a business or farm. IF NONE: ENTER "0"	$	$
c. Your spouse's (husband or wife) wages, salaries, commissions, or tips, and his or her net income from a business or farm. IF NONE: ENTER "0"	$	$
d. Dividends, interest, rental income, investment income (include spouse's) IF NONE: ENTER "0"	$	$

COLUMN 2 SOURCE	Amount Received 1982	Amount Received 1983
e. Social Security benefits (include spouse's) IF NONE: ENTER "0"	$	$
f. Veteran's benefits (include spouse's) IF NONE: ENTER "0"	$	$
g. Your unemployment compensation. IF NONE: ENTER "0"	$	$
h. Your spouse's unemployment compensation. IF NONE: ENTER "0"	$	$

CONTINUE WITH PART e, COLUMN 2

CONTINUE WITH PART i, COLUMN 3

COLUMN 3 SOURCE	Amount Received 1982	Amount Received 1983	COLUMN 4 SOURCE	Amount Received 1982	Amount Received 1983
i. Public assistance, welfare, AFDC, etc. (include spouse's). IF NONE: ENTER "0"	$	$	l. Your spouse's scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	$	$
j. Income you (and your spouse) received as gifts from relatives or friends. IF NONE: ENTER "0"	$	$	m. Nontaxable income not included above (include spouse's). IF NONE: ENTER "0"	$	$
k. Your scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	$	$	n. TOTAL INCOME (ADD TOGETHER PARTS a-m)	$	$

CONTINUE WITH PART I, COLUMN 4

EXPERIENCES AND OPINIONS

69. During weekdays, about how many hours *per day* do you watch TV? (MARK ONE)

- ⑪ Don't watch TV during weekdays
- ⑫ Less than 1 hour
- ⑬ 1 hour or more, less than 2
- ⑭ 2 hours or more, less than 3
- ⑮ 3 hours or more, less than 4
- ⑯ 4 hours or more, less than 5
- ⑰ 5 hours or more, less than 6
- ⑱ 6 hours or more, less than 7
- ⑲ 7 hours or more, less than 8
- ⑳ 8 hours or more

70. Are you registered to vote? (MARK ONE)

① Yes ② No

71. Between March 1982 and the end of February 1984 have you voted in a local, state, or national election? (MARK ONE)

① Yes ② No

72. How important is each of the following to you in your life? (MARK ONE OVAL FOR *EACH* LINE)

		Not important		Somewhat important		Very important
a.	Being sucesful in my line of work	①	.....	②	.....	③
b.	Finding the right person to marry and having a happy family life	①	.....	②	.....	③
c.	Having lots of money	①	.....	②	.....	③
d.	Having strong friendships	①	.....	②	.....	③
e.	Being able to find steady work	①	.....	②	.....	③
f.	Being a leader in my community	①	.....	②	.....	③
g.	Being able to give my children better opportunities than I've had	①	.....	②	.....	③
h.	Living close to parents and relatives	①	.....	②	.....	③
i.	Getting away from this area of the country	①	.....	②	.....	③
j.	Working to correct social and economic inequalities	①	.....	②	.....	③
k.	Having children	①	.....	②	.....	③
l.	Having leisure time to enjoy my own interests	①	.....	②	.....	③

INFORMATION FOR FUTURE FOLLOW-UP

ID: ☐☐☐☐ - ☐☐ - ☐

1. PRINT your name, address and telephone number (where you can be reached during the coming year).

Your Name: _____ Spouse's Full Name: _____
Street Address: _____
City: _____ State: _____ Zip: _____
TELEPHONE NUMBER: ( ) _____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone 1
Person listed above 2
Other (PLEASE SPECIFY) _____ 3

2. PRINT name, address and telephone number of your parents (or one parent).

Parent's Name: _____
Street Address: _____
City: _____ State: _____ Zip: _____
TELEPHONE NUMBER: ( ) _____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone 1
Person listed above 2
Other (PLEASE SPECIFY) _____ 3

3. PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you) Remember to record the relationship of these persons to you (for example, friend, sister, cousin, etc.).

Name: _____ RELATIONSHIP TO YOU: _____
Street Address: _____
City: _____ State: _____ Zip: _____
TELEPHONE NUMBER: ( ) _____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone 1
Person listed above 2
Other (PLEASE SPECIFY) _____ 3

Name: _____ RELATIONSHIP TO YOU: _____
Street Address: _____
City: _____ State: _____ Zip: _____
TELEPHONE NUMBER: ( ) _____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone 1
Person listed above 2
Other (PLEASE SPECIFY) _____ 3

Please give the following information about yourself:

DATE OF BIRTH _____ Month _____ Day _____ Year

CIRCLE ONE
SEX: Female 1
Male 2

Social Security Account Number

Please print your Social Security number in the space below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

_____ – _____ – _____
Social Security Number

HIGH SCHOOL AND BEYOND

PERMISSION FORM

This form is to request your signed permission to have your school give us certain school record information and to obtain your social security number. The information will be used solely for purposes of this survey. We wish to thank you in advance for your help and cooperation.

School Record Information

Please give HIGH SCHOOL AND BEYOND a copy of my college transcript. This information includes grade point averages, honors and awards.

Signature_____

PRINT Name
Signed Above_____

Street
Address_____

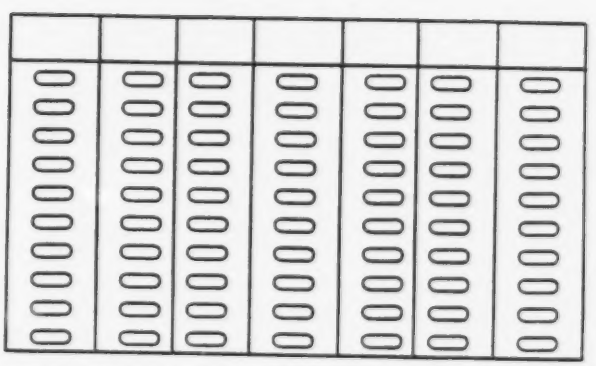
City/State/
Zip_____

Today's Date:_____

THANK YOU FOR YOUR COOPERATION

THE INFORMATION PROVIDED ON THIS FORM IS PART OF THE SYSTEM OF RECORDS AS DEFINED BY THE PRIVACY ACT. THE INFORMATION WILL BE PROTECTED TO THE EXTENT PERMISSIBLE UNDER THE PRIVACY ACT.

INTERVIEWER USE ONLY
② IP
③ T



08367-002

SO/Q
1984 FU-2

Form Approved
O.M.B. No. 1850-0529
App. Exp.: 12/31/84

1980 SOPHOMORE COHORT
SECOND FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #: ☐☐☐☐-☐☐-☐

NAME:

First_____

Last_____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

ED(NCES) Form No. 2441-2

THE FEDERAL PRIVACY ACT OF 1974 REQUIRES THAT EACH SURVEY RESPONDENT BE INFORMED OF THE FOLLOWING:

(1) THIS SURVEY IS AUTHORIZED BY LAW (20 USC 1221E-1). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

(2) YOU ARE SUBJECT TO NO PENALTY FOR NOT PROVIDING ALL OR ANY PART OF THE REQUESTED INFORMATION.

(3) THE PURPOSE FOR WHICH THIS INFORMATION IS TO BE USED IS TO PROVIDE STATISTICS ON A NATIONAL SAMPLE OF STUDENTS AS THEY MOVE OUT OF THE AMERICAN HIGH SCHOOL SYSTEM INTO THE CRITICAL YEARS OF EARLY ADULTHOOD AND RELATE THESE STATISTICS TO POSTSECONDARY EDUCATIONAL COSTS AND FINANCIAL AID AND OTHER FACTORS ON THE EDUCATIONAL, WORK, AND CAREER CHOICES OF YOUNG ADULTS.

(4) THE ROUTINE USES OF THESE DATA WILL BE STATISTICAL IN NATURE AS DETAILED IN PARAGRAPH 9 OF APPENDIX B OF THE DEPARTMENT REGULATIONS (34 CFR 5B) PUBLISHED IN THE FEDERAL REGISTER, VOL.45, NO. 92, MAY 9, 1980.

BEFORE YOU START . . . READ THIS!

FILLING OUT THIS QUESTIONNAIRE IS AS EASY AS 1 - 2 - 3!

INSTRUCTIONS ARE INCLUDED WITH EACH QUESTION. BELOW ARE EXAMPLES OF THE DIFFERENT KINDS OF INSTRUCTIONS YOU WILL SEE, AND THE CORRECT WAY TO ANSWER EACH KIND OF QUESTION.

EXAMPLE A: **(MARK ONE)**

WHAT IS THE COLOR OF YOUR EYES? (MARK ONE)

① BROWN ● GREEN

② BLUE ③ ANOTHER COLOR

IF THE COLOR OF YOUR EYES IS GREEN, YOU WOULD MARK THE OVAL TO THE LEFT OF "GREEN."

EXAMPLE B: **(MARK ALL THAT APPLY)**

LAST WEEK, DID YOU DO ANY OF THE FOLLOWING? (MARK ALL THAT APPLY)

① SEE A PLAY

● GO TO A MOVIE

● ATTEND A SPORTING EVENT

IF YOU WENT TO A MOVIE AND ATTENDED A SPORTING EVENT LAST WEEK, YOU WOULD MARK THE TWO OVALS AS SHOWN.

EXAMPLE C: **(MARK ALL THAT APPLY FOR EACH LINE)**

WHICH OF THE FOLLOWING ACTIVITIES DO YOU USUALLY DO ON A DAILY BASIS?

	DAY (MORNING & AFTERNOON)	NIGHT
A. ATTEND CLASSES	●	①
B. STUDY	①	●
C. WORK FOR PAY	●	①
D. EXERCISE OR COMPETE IN SPORTS	●	①
E. WATCH T.V.	①	①
F. VISIT WITH FRIENDS	①	●

IF YOU USUALLY ATTEND CLASS, WORK FOR PAY, AND EXERCISE OR COMPETE IN SPORTS DURING THE DAY, STUDY AND VISIT WITH FRIENDS AT NIGHT, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE D: **(MARK ONE OVAL FOR EACH LINE)**

DO YOU PLAN TO DO ANY OF THE FOLLOWING NEXT WEEK?

	YES	NOT SURE	NO
A. VISIT A RELATIVE	①	①	●
B. GO TO A MUSEUM	①	●	①
C. GO TO A LIBRARY	●	①	①

IF YOU DON'T PLAN TO VISIT A RELATIVE NEXT WEEK, MAY GO TO A MUSEUM, AND ARE DEFINITELY GOING TO THE LIBRARY, YOU WOULD MARK THE OVALS AS SHOWN.

EXAMPLE E:

WHAT IS YOUR FAVORITE SPORT? (MARK ONE)

① FOOTBALL ② BASKETBALL

③ BASEBALL ● OTHER (WRITE IN) ICE HOCKEY

IF YOUR FAVORITE SPORT IS ICE HOCKEY, YOU WOULD ENTER "ICE HOCKEY" ON THE LINE AS SHOWN AND MARK THE OVAL.

EXAMPLE F: **(WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)**

HOW MANY HOURS PER WEEK DO YOU WORK?

OR

IF YOU WORK 20 HOURS PER WEEK, YOU WOULD WRITE "2" IN THE FIRST BOX, "0" IN THE SECOND BOX, AND FILL IN THE CORRESPONDING OVALS BELOW EACH NUMBER.

—OR—

FILL IN THE CORRESPONDING OVALS BESIDE EACH NUMBER.

WE HOPE YOU WILL ANSWER EVERY QUESTION THAT APPLIES TO YOU, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

BACKGROUND INFORMATION

1. What is today's date? (MARK OVALS FOR MONTH AND DAY)

MONTH		DAY	
○ Feb.	○ May	○ 1 thru 7	○ 15 thru 21
○ Mar.	○ June	○ 8 thru 14	○ 22 thru 31
○ Apr.	○ July		

2. What is your birth date? (MARK OVALS FOR MONTH, DAY AND YEAR)

MONTH			DAY	YEAR		
○ Jan.	○ May	○ Sep.	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	○ 1960	○ 1963	○ 1966
○ Feb.	○ Jun.	○ Oct.	⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯	○ 1961	○ 1964	○ 1967
○ Mar.	○ Jul.	○ Nov.	⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔	○ 1962	○ 1965	○ 1968
○ Apr.	○ Aug.	○ Dec.	㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛			

3. What were you doing the *first week of February* 1984? (MARK ALL THAT APPLY)

- ① Working for pay at a full-time or part-time job
- ② Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- ③ Taking academic courses at a two- or four-year college
- ④ Taking courses at a graduate or professional school (law, medicine, pharmacy, dentistry, etc.)
- ⑤ Serving in an apprenticeship program or government training program
- ⑥ Serving on active duty in the Armed Forces (or service academy)
- ⑦ Keeping house (without other job)
- ⑧ Holding a job but on temporary layoff from work or waiting to report to work
- ⑨ Looking for work
- ⑩ Taking a break from working and from school
- ⑪ Other (DESCRIBE)_____

4. With whom did you live the *first week of February* 1984? (MARK ALL THAT APPLY)

- ① I lived alone
- ② Father
- ③ Other male guardian (stepfather or foster father)
- ④ Mother
- ⑤ Other female guardian (stepmother or foster mother)
- ⑥ Brother(s) and/or sister(s) (including step- or half-)
- ⑦ Grandparents
- ⑧ My husband/wife
- ⑨ My child or my children
- ⑩ Other relative(s) (children or adults)
- ⑪ Non-relative(s) (children or adults)

5. As of the *first week of February* 1984, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)

① Yes ② No

6. Which of the following best describes the place where you lived in the *first week of February* 1984? (MARK ONE)

- ⑩ In a rural or farming community
- ⑪ In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
- ⑫ In a medium-sized city (50,000-100,000 people)
- ⑬ In a suburb of a medium-sized city
- ⑭ In a large city (100,000-500,000 people)
- ⑮ In a suburb of a large city
- ⑯ In a very large city (over 500,000 people)
- ⑰ In a suburb of a very large city
- ⑱ A military base or station

7. **How far is this from the city or community where you lived as a senior in high school? (MARK ONE)**

- (1) Same place I lived in when I was a senior in high school
- (2) Less than 50 miles
- (3) 50 to 99 miles
- (4) 100 to 199 miles
- (5) 200 to 499 miles
- (6) 500 miles or more

8. **Indicate whether or not you have *ever* used each of the following items for a job, your education, personal use or recreation. (MARK ALL THAT APPLY FOR *EACH* LINE)**

	Never Used At All	Job-Related	Education-Related	Personal Use or Recreation
a. Pocket calculator	(1)	(1)	(1)	(1)
b. Computer terminal	(1)	(1)	(1)	(1)
c. Micro-computer (personal)	(1)	(1)	(1)	(1)
d. Mini-computer	(1)	(1)	(1)	(1)
e. Main frame or full-size computer	(1)	(1)	(1)	(1)
f. Video tape recorder	(1)	(1)	(1)	(1)
g. Video disc machine	(1)	(1)	(1)	(1)
h. Cassette tape deck	(1)	(1)	(1)	(1)
i. Word processor	(1)	(1)	(1)	(1)

9. **Have you personally used any of the following types of computer software packages? (MARK ALL THAT APPLY)**

- (1) Does not apply to me, no experience with software packages
- (1) Statistical packages (e.g., SAS, SPSS, BMD)
- (1) Business application packages (e.g., Visicalc for financial reporting, inventory control, and billing)
- (1) Word processing software (e.g., WORDSTAR)
- (1) Data-base management systems (e.g., System 2000, TOTAL)
- (1) Instructional/educational courseware (e.g., PLATO)
- (1) Other (WRITE IN)_____

10. **Have you ever *written* a computer program in any of the following computer languages? (MARK ALL THAT APPLY)**

- (1) Does not apply to me, no experience with computer languages
- (1) FORTRAN
- (1) BASIC
- (1) COBOL
- (1) PASCAL
- (1) PL/1
- (1) APL
- (1) ASSEMBLY
- (1) Other (PLEASE SPECIFY)_____

EDUCATION

11. Indicate whether or not you have *ever* used each of the following in your high school, vocational or business school, or college classes. (MARK ALL THAT APPLY FOR *EACH* LINE)

		Never Used	High School	Vocational/ Business School	College
a.	Hand calculator or pocket calculator	①	①	①	①
b.	Microcomputer or minicomputer	①	①	①	①
c.	Computer terminals	①	①	①	①
d.	Video tapes or video disc machines	①	①	①	①

12. Did you complete high school? (MARK ONE)

- ① No, still in adult or high school program working toward a high school diploma or equivalency certificate
- ② No, but since earned a high school diploma or equivalency certificate by completing classes in an adult or night school program (ANSWER A)
- ③ No, left without graduating
- ④ Yes, graduated

A. When did you earn the high school diploma or equivalency certificate? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

13. As things stand now, how far in school do you think you will get? (MARK ONE. IF UNSURE, MARK YOUR *ONE* BEST GUESS)

- ⑪ Less than high school graduation
- ⑫ High school graduation only
- ⑬ Less than two years } Vocational, trade, or business school after high school
- ⑭ Two years or more }
- ⑮ Less than two years of college } College program
- ⑯ Two or more years of college (including two-year degree) }
- ⑰ Finish college (four- or five-year degree) }
- ⑱ Master's degree or equivalent }
- ⑲ Ph.D., M.D., or other advanced professional degree }
- ⑳ Office Use Only

14. At the time you were finishing high school (or right after high school) did you apply for entrance (fill out a form and send it in) to any schools, colleges or universities?

① Yes (GO TO COLUMN 1, ANSWER A-D) ② No (SKIP TO Q.15)

	Column 1 First Choice School	Column 2 Second Choice School
A. Enter school name and address Office Use Only	Name: City: State:	Name: City: State:
B. Were you accepted for admission at this school? (MARK ONE)	① Yes, and attended ② Yes, but did not attend ③ No, not accepted	① Yes, and attended ② Yes, but did not attend ③ No, not accepted
C. Did you apply for financial aid at this school? (MARK ONE)	① Yes, and was offered financial aid ② Yes, but was offered no financial aid (SKIP TO INSTRUCTIONS BELOW) ③ No (SKIP TO INSTRUCTIONS BELOW)	① Yes, and was offered financial aid ② Yes, but was offered no financial aid (SKIP TO INSTRUCTIONS BELOW) ③ No (SKIP TO INSTRUCTIONS BELOW)
D. What was the approximate value of each kind of financial aid that you were offered for the *first* academic year? (IF NONE, ENTER "0"s AND MARK APPROPRIATE OVALS)	Scholar-ship / Loan / Promised Job	Scholar-ship / Loan / Promised Job
PLEASE ANSWER AND FOLLOW INSTRUCTIONS	Did you have a second choice school? ① Yes (GO TO COL. 2, PART A) ② No (SKIP TO Q.15)	GO TO Q.15

15. **Between the time you left high school and the end of February 1984, did you attend and take classes for credit at any school such as college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? DO NOT INCLUDE ARMED FORCES TRAINING PROGRAMS, MANPOWER TRAINING PROGRAMS, OR NONCREDIT COURSES. YOU WILL BE ASKED ABOUT THESE EXPERIENCES IN THE NEXT SECTION. (MARK ONE)**

① Yes (GO TO Q.16) ② No (SKIP TO Q.39)

---

16. **Where did you live during the *first week of February* 1984? (MARK ONE)**

① Private house (e.g., your parent's house)
② Mobile home
③ Private apartment
④ Dormitory or apartment operated by a school or college
⑤ Fraternity or sorority house
⑥ Rooming or boarding house
⑦ Military service barracks, on board ship, etc.
⑧ Other (DESCRIBE)_____

---

17. **Next we would like information about all of the schools you have *attended* since you left high school.**

IMPORTANT INSTRUCTIONS

There is room to provide information about three schools. At Q.18 write the name of the first school you attended after high school. Answer parts A-K of Q.18 about that school. Provide information about the *next* school you attended at Q.19 and so on.

IF YOU ATTENDED MORE THAN 3 SCHOOLS: Provide information about the first and second schools you attended in Q.18 and Q.19. At Q.20 provide information about the *most recent* school you attended.

IF YOU ATTENDED TWO SCHOOLS AT THE SAME TIME: Provide information about both schools but use a separate question (page) for each.

18. What is the exact name and location of the *1st school you attended after high school?* (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME: _____

_____

CITY/ STATE: _____ ZIP _____

Office Use Only

A. What kind of school is this? (MARK ONE)

- ① Vocational, trade, business, or other career training school
- ② Junior or community college (2-year)
- ③ College or university (4 years or more)
- ④ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

- ① Public
- ② Private
- ③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL ⟶ ① AND GO TO Q.18 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Special Student
- ⑤ Other (WRITE IN) _____
- ⑥ School did not classify students
- ⑦ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____

_____

_____

_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- ⑩ None (SKIP TO 18 K)
- ⑪ Certificate (IN WHAT? - WRITE IN): _____
- ⑫ License (IN WHAT? - WRITE IN): _____
- ⑬ Two- or three-year vocational degree or diploma
- ⑭ Two-year academic degree or diploma
- ⑮ Four- or five-year Bachelor's degree
- ⑯ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between the time you left high school and the end of February 1984 did you attend a 2nd school? (MARK ONE)

① Yes (GO TO Q.19) ② No (SKIP TO Q.21)

19. What is the exact name and location of the *2nd school you attended after high school?* (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME)

SCHOOL NAME: _____

_____

CITY/ STATE: _____ ZIP _____

Office Use Only

A. What kind of school is this? (MARK ONE)

- ① Vocational, trade, business, or other career training school
- ② Junior or community college (2-year)
- ③ College or university (4 years or more)
- ④ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

- ① Public
- ② Private
- ③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL ⟶ ① AND GO TO Q.19 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Special Student
- ⑤ Other (WRITE IN) _____
- ⑥ School did not classify students
- ⑦ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____

_____

_____

_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- ⑪ None (SKIP TO 19 K)
- ⑫ Certificate (IN WHAT? - WRITE IN): _____
- ⑬ License (IN WHAT? - WRITE IN): _____
- ⑭ Two- or three-year vocational degree or diploma
- ⑮ Two-year academic degree or diploma
- ⑯ Four- or five-year Bachelor's degree
- ⑰ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between the time you left high school and the end of February 1984 did you attend a 3rd school? (MARK ONE)

① Yes (GO TO Q.20) ② No (SKIP TO Q.21)

20. What is the exact name and location of the *3rd school you attended after high school?* (WRITE IN AND DO NOT ABBREVIATE THE SCHOOL NAME. IF YOU ATTENDED MORE THAN 3 SCHOOLS, PROVIDE INFORMATION ABOUT THE MOST RECENT SCHOOL YOU ATTENDED.)

Office Use Only

NAME: _____

_____

CITY/
STATE: _____ ZIP _____

A. What kind of school is this? (MARK ONE)

- ① Vocational, trade, business, or other career training school
- ② Junior or community college (2-year)
- ③ College or university (4 years or more)
- ④ Other (WRITE IN) _____

B. Is this a *public* or *private* school? (MARK ONE)

- ① Public
- ② Private
- ③ Don't Know

C. When did you *start* attending this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

D. IF STILL ATTENDING THIS SCHOOL, MARK THIS OVAL ⟶ ① AND GO TO Q.20 E.

-OR-

When did you *leave* this school? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○	Jan.	○	Jul.	○	1980
○	Feb.	○	Aug.	○	1981
○	Mar.	○	Sep.	○	1982
○	Apr.	○	Oct.	○	1983
○	May	○	Nov.	○	1984
○	Jun.	○	Dec.		

E. During the *last month* you attended, how were you *classified* by the school? (MARK ONE)

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Special Student
- ⑤ Other (WRITE IN) _____
- ⑥ School did not classify students
- ⑦ Don't know

F. During the *last month* you attended this school, were you classified as a full-time student? (MARK ONE)

① Yes ② No ③ Don't Know

G. During the *last month* you attended, about how many hours a week were your classes scheduled to meet? (INCLUDE LECTURES, SHOP, LAB TIME, ETC. WRITE IN AND MARK APPROPRIATE OVALS FOR HOURS)

TOTAL HOURS PER WEEK

H. During the *last month* you attended, what was your actual or intended *Field of Study* or training (for example, agriculture, education, or secretarial, etc.)? (WRITE IN NAME OF SPECIFIED FIELD OR AREA)

_____

_____

_____

_____

Office Use Only

I. During the *last month* you attended, what kind of certificate, license, diploma, or degree were you studying for? (MARK ONE)

- ⑰ None (SKIP TO 20 K)
- ⑱ Certificate (IN WHAT? - WRITE IN): _____
- ⑲ License (IN WHAT? - WRITE IN): _____
- ⑳ Two- or three-year vocational degree or diploma
- ㉑ Two-year academic degree or diploma
- ㉒ Four- or five-year Bachelor's degree
- ㉓ Other (WRITE IN): _____

J. Did you complete requirements for that certificate, degree or diploma from *this* school? (MARK ONE)

① Yes ② No

K. Between the time you left high school and the end of February 1984 did you attend any other school? (MARK ONE)

① Yes ② No

21. Did you attend summer classes in any school in either 1982 or 1983? (MARK ONE)

① Yes (ANSWER A) ② No (GO TO Q.22)

A. During which months or parts of a month did you attend summer classes? (MARK ALL THAT APPLY)

1982	1983
① June	① June
① July	① July
① August	① August

---

22. Estimate how well you have done in all of your course work or programs during the period since you left high school. (MARK ONE)

① Mostly A (3.75-4.00 grade point average)
② About half A and half B (3.25-3.74 grade point average)
③ Mostly B (2.75-3.24 grade point average)
④ About half B and half C (2.25-2.74 grade point average)
⑤ Mostly C (1.75-2.24 grade point average)
⑥ About half C and half D (1.25-1.74 grade point average)
⑦ Mostly D or below (less than 1.25)
⑧ Have not taken any courses for which grades were given

---

23. Since you finished high school and through the end of this school year, how much postsecondary course work will you have taken in each of the following subjects? (MARK ONE OVAL FOR *EACH* LINE)

	None	1 Course	2 Courses	3 Courses	4 Courses	5 or more Courses
a. Mathematics	①	②	③	④	⑤	⑥
b. English or literature	①	②	③	④	⑤	⑥
c. French, German, or other non-English language	①	②	③	④	⑤	⑥
d. History or social science	①	②	③	④	⑤	⑥
e. Science	①	②	③	④	⑤	⑥
f. Business, office, or sales	①	②	③	④	⑤	⑥
g. Trade and industry	①	②	③	④	⑤	⑥
h. Technical courses	①	②	③	④	⑤	⑥
i. Other vocational courses	①	②	③	④	⑤	⑥
j. Computer courses	①	②	③	④	⑤	⑥

24. Between the time you left high school and the end of February 1984, how much tutoring, counselling or special instruction did you receive from the school(s) you attended? (MARK ONE OVAL FOR EACH LINE)

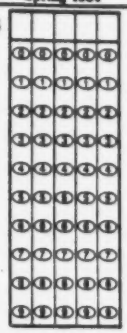
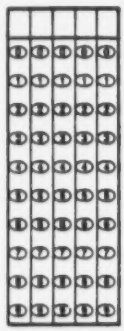
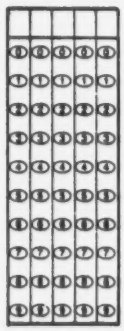
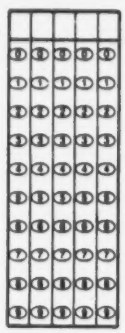
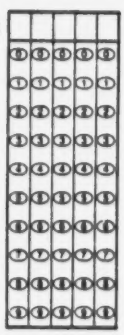
	Did Not Receive		Received		
	Not Available	Available But Did Not Receive	Very Little	Sometimes	Frequently
A. *Formal Tutoring*					
1. Tutoring by faculty	①	②	③	④	⑤
2. Tutoring by students	①	②	③	④	⑤
B. *Counselling*					
1. Counselling on personal problems	①	②	③	④	⑤
2. Counselling on academic problems	①	②	③	④	⑤
3. Counselling on financial problems	①	②	③	④	⑤
4. Counselling on job or career choices	①	②	③	④	⑤
C. *Special Instruction*					
1. Remedial English instruction	①	②	③	④	⑤
2. Remedial Mathematics instruction	①	②	③	④	⑤
3. Instruction in reading improvement	①	②	③	④	⑤
4. Instruction in improving writing skills	①	②	③	④	⑤
5. Instruction in how to take tests	①	②	③	④	⑤
6. Help in learning how to study more efficiently	①	②	③	④	⑤
D. *Assistance in finding part-time jobs*	①	②	③	④	⑤

The following questions ask about your school finances for the following two regular academic years: *Fall 1982 through Spring 1983* and *Fall 1983 through Spring 1984*.

If you are unsure about the actual amount for a particular item, GIVE YOUR *BEST* ESTIMATE. Answer for *EACH* year or part of a year that you attended school.

25. During which of the two academic years did you attend school? (MARK ONE)

- ① ONLY prior to Fall 1982 (SKIP TO Q.34)
- ② ONLY Fall 1982 - Spring 1983 (ANSWER A-C)
- ③ ONLY Fall 1983 - Spring 1984 (ANSWER A-C)
- ④ During BOTH YEARS (ANSWER A-C)

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
A. What were your total annual charges *for tuition and fees* for each year that you attended school? INCLUDE ALL TUITION AND FEES EVEN IF THEY WERE PAID COMPLETELY OR IN PART BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.	$	$ 
B. What was the total annual cost of *room and board and living expenses*, such as books and supplies, transportation to and from classes, and all other school related expenses? IF YOU LIVED AT HOME WHILE ATTENDING SCHOOL INCLUDE THOSE EXPENSES AS YOUR ROOM AND BOARD. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.	$ 	$ 
C. The total cost of going to school includes tuition and fees, room and board, living expenses and all other school-related expenses. What was the *total annual cost* of attending school for each year that you attended? INCLUDE ALL COSTS EVEN IF THEY WERE PAID BY YOUR PARENTS, A SCHOLARSHIP OR A LOAN. WRITE IN YOUR BEST ESTIMATE AND MARK APPROPRIATE OVALS.	$ 	$ 

26. Did you receive (or will you receive) any kind of scholarship, fellowship, grant, or benefits (*not* a loan) to go to school during these time periods? (MARK ALL THAT APPLY).

- ① Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ① Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ① No (GO TO Q.27)

A. What kind(s) of scholarship, fellowship, grant, or benefit (*not* a loan) did you or will you receive? (MARK ALL THAT APPLY IN *EACH* COLUMN)

		(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a.	Basic Educational Opportunity Grant (BEOG) or Pell Grant	①	①
b.	Supplemental Educational Opportunity Grant	①	①
c.	ROTC Scholarship	①	①
d.	Social Security Benefits for Children of Retired, Disabled or Deceased Parents	①	①
e.	Nursing scholarship program	①	①
f.	Veterans Administration Survivors' and Dependents Educational Assistance Program	①	①
g.	Veterans' Educational Assistance Program (VEAP) or new GI Bill	①	①
h.	State Scholarship Program	①	①
i.	College or University Scholarship	①	①
j.	Scholarships from Private Organizations	①	①
k.	Division of Vocational Rehabilitation Educational Benefits	①	①
l.	Financial assistance for which you do not know the source	①	①
m.	Tuition waiver, forgiveness or reduction	①	①
n.	Other scholarship or grant (WRITE IN) _____	①	①

B. Estimate the *total dollar value* of the amount you received and will receive from scholarships, fellowships, grants, or benefits (*not* a loan) during each period. Enter a zero, "0", where you received no such funds. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

TOTAL DOLLAR VALUE:

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
$		

27. Considering the same time periods, did you or will you receive a loan to go to school? (MARK ALL THAT APPLY)

- ① Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ① Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ① No (GO TO Q.28)

A. From which of the following sources did you or will you receive a loan to go to school? (MARK ALL THAT APPLY IN *EACH* COLUMN)

		(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a.	National Direct Student Loan	①	①
b.	Federal Guaranteed Student Loan Program	①	①
c.	Nursing Student Loan Program	①	①
d.	State Student Loan Program	①	①
e.	College or University Loan Program	①	①
f.	Regular bank loan	①	①
g.	Parents, other relatives or friends	①	①
h.	Loan for which you do not know the exact source	①	①
i.	Other loan (WRITE IN) _____	①	①

B. Estimate the *total dollar value* of the amounts you received or will receive as loans to go to school during each period. Enter a zero, "0", where you received no loans. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

TOTAL DOLLAR VALUE:

(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
$	$

28. Considering the same time periods, did you receive or will you receive financial assistance (*not* a loan) from parents, spouse, other relatives or friends to go to school? (MARK ALL THAT APPLY)

- ① Yes, Fall 1982 - Spring 1983 (ANSWER A)
- ① Yes, Fall 1983 - Spring 1984 (ANSWER A)
- ① No (GO TO Q.29)

A. Estimate the *total dollar value* of this financial assistance (payments on your behalf for tuition, fees, transportation, room and board, living expenses and other school-related expenses) that you did or will receive. Enter a zero, "0", where you received no financial assistance. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

Parents

(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
$	$

TOTAL DOLLAR VALUE

Spouse, Other Relatives, Friends

(3) Fall 1982-Spring 1983	(4) Fall 1983-Spring 1984
$	$

TOTAL DOLLAR VALUE

29. Considering the same time periods, did you pay any of the costs to go to school from the money you had saved or earned? (MARK ALL THAT APPLY)

- ⓞ Yes, Fall 1982 - Spring 1983 (ANSWER A AND B)
- ⓞ Yes, Fall 1983 - Spring 1984 (ANSWER A AND B)
- ⓞ No (GO TO Q.30)

A. What was (were) the source(s) of the money you paid or will pay to go to school from the money you had saved or earned? (MARK ALL THAT APPLY IN *EACH* COLUMN)

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
a. Own savings from money I earned before I started postsecondary school	ⓞ	ⓞ
b. Own earnings (including summer earnings) since I started school but not while taking courses	ⓞ	ⓞ
c. Money earned from a college work-study job	ⓞ	ⓞ
d. Money earned from a cooperative education program	ⓞ	ⓞ
e. Teaching or research assistantship	ⓞ	ⓞ
f. Other earnings while taking courses	ⓞ	ⓞ

B. Estimate the total amount of money you paid or will pay to go to school from money you had saved or earned. Enter a zero, "0", where you paid no money. (WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS)

	(1) Fall 1982-Spring 1983	(2) Fall 1983-Spring 1984
TOTAL DOLLAR VALUE:	$	$

30. Have your parents transferred any financial assets such as stocks, bonds, or trust funds to your name? (MARK ONE)

ⓞ Yes ⓞ No ⓞ Don't Know

31. Did your parents take out loans or borrow money to finance your postsecondary schooling? (MARK ONE)

ⓞ Yes (ANSWER A) ⓞ No (SKIP TO Q.32) ⓞ Don't Know (SKIP TO Q.32)

A. Did your parents borrow money under the Auxiliary Loan/PLUS loan program or through a Home Equity Loan? (MARK ONE)

ⓞ Yes ⓞ No ⓞ Don't Know

32. Thinking about all of the *loans* you have received for your education, at the present time: (ANSWER A-C)

IF YOU HAVE *NO* LOANS: MARK THIS OVAL: ⓞ AND SKIP TO Q.33

A. **Have *any* of your student loan payments been deferred or forgiven? (MARK ONE)**

① Yes ② No

B. **Have any of your student loan repayment schedules begun? (MARK ONE)**

① Yes (ANSWER C) ② No (GO TO Q.33)

C. **When was your first payment due? (MARK OVALS FOR MONTH AND YEAR)**

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

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33. If you were offered a program which would reduce the amount of money which you owe on a Federal Loan for education assistance, would you enlist in the Armed Forces? (MARK ONE)

① Yes (ANSWER A) ② Maybe (ANSWER A) ③ No (SKIP TO Q.34)

A. **What is the minimum reduction that would induce you to enlist? (MARK ONE)**

① One-third of loan or up to $1500 per year maximum
② One-third of loan or up to $2000 per year maximum
③ One-third of loan or up to $2500 per year maximum
④ One-third of loan or up to $3000 per year maximum

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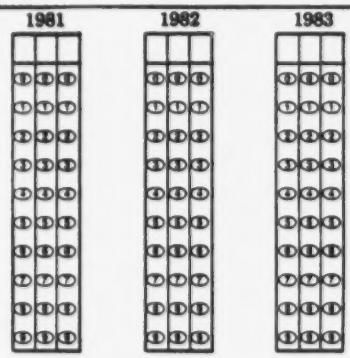
34. For each year listed, please estimate the number of days you lived in the home of your parents (or guardians). (WRITE IN NUMBER AND MARK APPROPRIATE OVALS. IF NONE, ENTER "000")



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35. For each year listed, indicate which of the following were provided to you by your parents (or guardians), at *no* cost to you. (MARK ALL THAT APPLY FOR EACH YEAR)

	1981	1982	1983
a. Room (Living quarters)	①	①	①
b. Board (Food)	①	①	①
c. Use of parent's car or truck	①	①	①
d. Medical expenses or insurance	①	①	①
e. Clothing	①	①	①
f. NONE OF THE ABOVE FOR THE YEAR LISTED	①	①	①

36. How much financial assistance (in cash or other gifts and support) did you receive from your parents or guardians for each year specified below? INCLUDE THE APPROXIMATE DOLLAR VALUE OF SUPPORT INDICATED IN Q.35 AND *ANY* OTHER CASH ASSISTANCE, GIFTS OR SUPPORT RECEIVED. (MARK ONE FOR *EACH* YEAR.)

	None	$1-$500	$501-750	$751-1,000	$1,001-1,250	$1,251-1,500	$1,501-2,000	$2,001-3,000	$3,001 or More	Don't Know
a. 1981	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
b. 1982	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
c. 1983	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

37. Please indicate whether or not your parents (or guardians) claimed you as an exemption on their federal income tax during each of the following years: (MARK ONE OVAL FOR *EACH* YEAR)

	YES	NO	DON'T KNOW
a. 1981	①	②	③
b. 1982	①	②	③
c. 1983	①	②	③
d. 1984 (Will be)	①	②	③

38. Do you have any brothers or sisters (stepbrothers or stepsisters)? (MARK ONE)

① Yes (ANSWER A AND B BELOW) ② No (SKIP TO Q.39)

A. For the years listed, how many of your brothers or sisters attended private school (either elementary or high school) at your parents' or guardians' expense? Include stepbrothers or stepsisters if they were receiving financial assistance from your parents or guardians. (MARK ONE FOR EACH YEAR LISTED)

1981	1982	1983	1984
⑪ None	⑫ None	⑬ None	⑭ None
⑮ 1	⑯ 1	⑰ 1	⑱ 1
⑲ 2	⑳ 2	㉑ 2	㉒ 2
㉓ 3	㉔ 3	㉕ 3	㉖ 3
㉗ 4	㉘ 4	㉙ 4	㉚ 4
㉛ 5	㉜ 5	㉝ 5	㉞ 5
㉟ 6 or more	㊱ 6 or more	㊲ 6 or more	㊳ 6 or more

B. For the years listed, how many of your brothers or sisters (stepbrothers or stepsisters) were receiving financial assistance from your parents or guardians while enrolled in postsecondary education? (MARK ONE FOR EACH YEAR LISTED)

1981	1982	1983	1984
㊴ None	㊵ None	㊶ None	㊷ None
㊸ 1	㊹ 1	㊺ 1	㊻ 1
㊼ 2	㊽ 2	㊾ 2	㊿ 2
(51) 3	(52) 3	(53) 3	(54) 3
(55) 4	(56) 4	(57) 4	(58) 4
(59) 5	(60) 5	(61) 5	(62) 5
(63) 6 or more	(64) 6 or more	(65) 6 or more	(66) 6 or more

OTHER TRAINING

39. Between the time you left high school and the end of February 1984, have you participated in any program such as registered apprenticeships or manpower training programs? Do not include regular school and college programs or Armed Forces training programs. (MARK ONE)

- ○ Yes (ANSWER A)
- ○ No (GO TO Q.40)

A. What type of training program(s) or course(s) have you participated in? (MARK ALL THAT APPLY)

- ○ Formal Registered Apprenticeship (your state or labor union)
- ○ Work Incentive (WIN)
- ○ Job Corps
- ○ Comprehensive Employment and Training Act (CETA) or Job Training Partnership Act (JTPA)
- ○ State or locally sponsored employment and training program
- ○ Other employment and training program (DESCRIBE)

_____

40. Between the time you left high school and the end of February 1984, in which of the following educational activities have you participated? (MARK ALL THAT APPLY)

- ○ Non-credit courses or activities in regular school
- ○ Correspondence courses
- ○ Courses given by a community group, labor organization, or church
- ○ Courses given by a private instructor
- ○ Courses given by television, radio or newspaper
- ○ NONE OF THE ABOVE

41. Between the time you left high school and the end of February 1984, have you earned any certificates or licenses of any kind? (MARK ONE)

- ○ Yes (ENTER KINDS OF CERTIFICATES OR LICENSES AND DATES RECEIVED BELOW)
- ○ No (GO TO Q.42)

CERTIFICATES

1. First Certificate (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR			
○	Jan.	○	Jul.	○	1980	○	1983
○	Feb.	○	Aug.	○	1981	○	1984
○	Mar.	○	Sep.	○	1982		
○	Apr.	○	Oct.	Office Use Only			
○	May	○	Nov.	⓪①②③④⑤⑥⑦⑧⑨⑩			
○	Jun.	○	Dec.	⓪①②③④⑤⑥⑦⑧⑨⑩			

2. Second Certificate (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR			
○	Jan.	○	Jul.	○	1980	○	1983
○	Feb.	○	Aug.	○	1981	○	1984
○	Mar.	○	Sep.	○	1982		
○	Apr.	○	Oct.	Office Use Only			
○	May	○	Nov.	⓪①②③④⑤⑥⑦⑧⑨⑩			
○	Jun.	○	Dec.	⓪①②③④⑤⑥⑦⑧⑨⑩			

LICENSES

3. First License (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR			
○	Jan.	○	Jul.	○	1980	○	1983
○	Feb.	○	Aug.	○	1981	○	1984
○	Mar.	○	Sep.	○	1982		
○	Apr.	○	Oct.	Office Use Only			
○	May	○	Nov.	⓪①②③④⑤⑥⑦⑧⑨⑩			
○	Jun.	○	Dec.	⓪①②③④⑤⑥⑦⑧⑨⑩			

4. Second License (IN WHAT? - WRITE IN BELOW)

_____

(MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR			
○	Jan.	○	Jul.	○	1980	○	1983
○	Feb.	○	Aug.	○	1981	○	1984
○	Mar.	○	Sep.	○	1982		
○	Apr.	○	Oct.	Office Use Only			
○	May	○	Nov.	⓪①②③④⑤⑥⑦⑧⑨⑩			
○	Jun.	○	Dec.	⓪①②③④⑤⑥⑦⑧⑨⑩			

MILITARY EXPERIENCE

42. Since leaving high school, have you: (MARK ONE FOR *EACH* LINE)

	Yes	No
a. Requested information by phone or mail (such as coupon or postcard) about any of the military services?	①	②
b. Discussed enlisting in the military with one or more recruiters?	①	②
c. Taken the three-hour test called the ASVAB that is required to enter the military?	①	②
d. Taken the physical exam required to enlist?	①	②
e. Been accepted into any branch of the Armed Forces and will enter basic training later this year?	①	②
f. Been accepted into any branch of the Armed Forces but decided not to enter any service?	①	②

43. Since leaving high school, have you served on *active duty* in the regular Armed Forces? (MARK ONE)

① Yes (ANSWER A-K) ② No (GO TO Q.44)

A. In which branch of the regular Armed Forces did you serve (or are you serving) on *active duty*? (MARK ONE ONLY)

- ⑪ Army
- ⑫ Navy
- ⑬ Air Force
- ⑭ Marines
- ⑮ Coast Guard

B. When did you begin active duty? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

C. Have you received or are you receiving four or more weeks of specialized schooling while in the Armed Forces? (MARK ONE)

① Yes (GO TO D) ② No (SKIP TO E)

D. What is the name of the specialized schooling program in which you spent the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

Name of program: _____

Office Use Only

E. Specify your current primary military specialty code (e.g., Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC). (WRITE IN THE NAME OF YOUR SPECIALTY *FIRST*, THEN ADD YOUR CODE. USE STANDARD ABBREVIATIONS)

Name of Specialty and Code: _____

Office Use Only

F. What is the highest pay grade you have held in the Armed Forces? (WRITE IN)

Pay grade:_____

Office Use Only

G. Have you taken any courses while in the Armed Forces that: (MARK ONE FOR EACH LINE)

		Yes	No
a.	Prepared you for the high school equivalency test?	①	②
b.	Prepared you for equivalency tests that can be taken for college credit?	①	②
c.	Were college-sponsored courses which gave college credits?	①	②

H. Are you currently on active duty? (MARK ONE)

① Yes (GO TO J) ② No (ANSWER I)

I. Enter date left active duty: (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1980	○ 1983
○ Feb.	○ Jun.	○ Oct.	○ 1981	○ 1984
○ Mar.	○ Jul.	○ Nov.	○ 1982	
○ Apr.	○ Aug.	○ Dec.		

(NOW GO TO Q.44)

J. How long do you expect to be on active duty in the Armed Forces? (MARK ONE)

① For a two-year enlistment only
② For a three-year or four-year enlistment
③ For a six-year enlistment
④ For more than one enlistment, but less than a full career
⑤ For a full career (20 years minimum)
⑥ Have not decided

K. What do you plan to do when you get out of the Armed Forces? (MARK ONE FOR EACH LINE)

		My plans	NOT my plans
a.	Full-time or part-time work in a field in which I received training in the Armed Forces	①	②
b.	Full-time or part-time work, but not in the field in which I received training in the Armed Forces	①	②
c.	College, either full-time or part-time	①	②
d.	Technical, vocational, or business or career training school, either full-time or part-time	①	②
e.	Registered apprenticeship or on-the-job training program	①	②
f.	Retire	①	②
g.	Undecided	①	②
h.	Make use of Veterans' Educational Assistance Program (VEAP)	①	②
i.	Other (EXPLAIN)_____	①	

44. **Since leaving high school, have you served (or are you now serving) in a Reserve or National Guard Unit or in the ROTC? (MARK ONE)**

① Yes (ANSWER A) ② No (GO TO INSTRUCTIONS ABOVE Q.45)

A. **In which of the following have you served (or are you now serving)? (MARK ALL THAT APPLY)**

① Army Reserve
① Navy Reserve
① Air Force Reserve
① Marine Corps Reserve
① Army National Guard
① Air National Guard
① Coast Guard Reserve
① ROTC

WORK EXPERIENCE

In this section, we would like to find out about the jobs you have held, particularly in the period between leaving high school and February 1984. Include full-time jobs, part-time jobs, apprenticeships, on-the-job training, military service and so on.

We are interested in learning about the kinds of jobs you have held, the hours you worked and your income from these jobs, the level of your job satisfaction, and the relation of your training and education to your work experience. This information will help us better understand the movement of young people into the world of work and the reasons for changes in job situations.

45. Between the time you left high school and the end of February 1984, did you hold a full-time or part-time job of any kind? This includes PAID jobs, VOLUNTEER jobs, working WITHOUT PAY on a family farm or business or being in the MILITARY. (MARK ONE)

- ① Yes (CONTINUE TO INSTRUCTIONS ON BOTTOM OF THIS PAGE)
- ② No (SKIP TO Q.53)

Next we would like information about all of the jobs you had between leaving high school and the end of February 1984. We would also like to know about periods of time you were between jobs and looking for work.

IMPORTANT INSTRUCTIONS

There is room to discuss four jobs. At Q.46 enter the job you held after high school. You can start with a job held during high school *only* if you still held that job *after* high school. Answer parts A-L about that job. Enter your next job at Q.47 and so on.

IF YOU HAVE HAD MORE THAN 4 JOBS: Enter the first three jobs in Qs.46 to 48 and then enter your *most recent* or current job in Q.49.

IF YOU HELD TWO JOBS AT THE SAME TIME: Enter both jobs but enter them on separate pages.

IF YOU HAVE BEEN IN THE MILITARY: Please consider your entire military experience as one job.

46. FIRST JOB HELD AFTER HIGH SCHOOL (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

D. On this job were you: (MARK ONE)

① Employee of a PRIVATE COMPANY
② GOVERNMENT EMPLOYEE (federal, state, local)
③ Self-employed in your OWN business
④ Working WITHOUT PAY on a family business or farm
⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.			○ 1978 or before	
○ Feb.	○ Aug.			○ 1979	○ 1982
○ Mar.	○ Sep.			○ 1980	○ 1983
○ Apr.	○ Oct.			○ 1981	○ 1984
○ May	○ Nov.				
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ⟶ ① AND GO TO Q.46G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1980
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1981
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1982
				○ 1983
				○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
(41) Hourly
(42) Weekly
(43) Bi-weekly
(44) Monthly
(45) Yearly
(46) Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
(47) Hourly
(48) Weekly
(49) Bi-weekly
(50) Monthly
(51) Yearly
(52) Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

(53) School employment or placement service
(54) Public employment service
(55) Private employment agency
(56) Newspaper advertisement
(57) Checked with employer directly
(58) Through a relative
(59) Through a friend
(60) Civil Service application
(61) Union Registration
(62) Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

(63) Job ended (temporary job, laid off, or fired)
(64) School-related reasons (graduated, school started, school year ended)
(65) Quit because job, hours, or pay, etc., unsatisfactory
(66) Found a better job or was promoted
(67) Moved elsewhere
(68) Health-related reasons (illness, injury, pregnancy)
(69) Other (WRITE IN)_____
(70) **STILL HAVE THIS JOB**

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

① Yes (ANSWER a)
② No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
③ **STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)**

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 2ND JOB, CONTINUE WITH Q.47.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.50.

47. SECOND JOB HELD AFTER HIGH SCHOOL (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

D. On this job were you: (MARK ONE)

1. Employee of a PRIVATE COMPANY
2. GOVERNMENT EMPLOYEE (federal, state, local)
3. Self-employed in your OWN business
4. Working WITHOUT PAY on a family business or farm
5. Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
Jan.	Jul.			1978 or before	
Feb.	Aug.			1979	1982
Mar.	Sep.			1980	1983
Apr.	Oct.			1981	1984
May	Nov.				
Jun.	Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ⟶ (1) AND GO TO Q.47G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
Jan.	Apr.	Jul.	Oct.	1980
Feb.	May	Aug.	Nov.	1981
Mar.	Jun.	Sep.	Dec.	1982
				1983
				1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- (10) Hourly
- (20) Weekly
- (30) Bi-weekly
- (40) Monthly
- (50) Yearly
- (60) Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE
- (10) Hourly
- (20) Weekly
- (30) Bi-weekly
- (40) Monthly
- (50) Yearly
- (60) Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- (10) School employment or placement service
- (20) Public employment service
- (30) Private employment agency
- (40) Newspaper advertisement
- (50) Checked with employer directly
- (60) Through a relative
- (70) Through a friend
- (80) Civil Service application
- (90) Union Registration
- (00) Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- (10) Job ended (temporary job, laid off, or fired)
- (20) School-related reasons (graduated, school started, school year ended)
- (30) Quit because job, hours, or pay, etc., unsatisfactory
- (40) Found a better job or was promoted
- (50) Moved elsewhere
- (60) Health-related reasons (illness, injury, pregnancy)
- (90) Other (WRITE IN)_____
- (00) **STILL HAVE THIS JOB**

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

1. Yes (ANSWER a)
2. No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
3. **STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)**

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 3RD JOB, CONTINUE WITH Q.48.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.50.

48. THIRD JOB HELD AFTER HIGH SCHOOL (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

_____
_____
_____

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

_____
_____
_____

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

_____

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.			○ 1978 or before	
○ Feb.	○ Aug.			○ 1979	○ 1982
○ Mar.	○ Sep.			○ 1980	○ 1983
○ Apr.	○ Oct.			○ 1981	○ 1984
○ May	○ Nov.				
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ⟶ ① AND GO TO Q.48G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1980
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1981
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1982
				○ 1983
				○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ① Hourly
- ② Weekly
- ③ Bi-weekly
- ④ Monthly
- ⑤ Yearly
- ⑥ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ① Hourly
- ② Weekly
- ③ Bi-weekly
- ④ Monthly
- ⑤ Yearly
- ⑥ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ School employment or placement service
- ⑪ Public employment service
- ⑫ Private employment agency
- ⑬ Newspaper advertisement
- ⑭ Checked with employer directly
- ⑮ Through a relative
- ⑯ Through a friend
- ⑰ Civil Service application
- ⑱ Union Registration
- ⑲ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ Job ended (temporary job, laid off, or fired)
- ⑪ School-related reasons (graduated, school started, school year ended)
- ⑫ Quit because job, hours, or pay, etc., unsatisfactory
- ⑬ Found a better job or was promoted
- ⑭ Moved elsewhere
- ⑮ Health-related reasons (illness, injury, pregnancy)
- ⑯ Other (WRITE IN)_____
- ⑰ STILL HAVE THIS JOB

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
- ③ STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 4TH JOB, CONTINUE WITH Q.49.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.50.

49. FOURTH JOB HELD AFTER HIGH SCHOOL (ANSWER PARTS A-M)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.	○ 1978 or before			
○ Feb.	○ Aug.	○ 1979	○ 1982		
○ Mar.	○ Sep.	○ 1980	○ 1983		
○ Apr.	○ Oct.	○ 1981	○ 1984		
○ May	○ Nov.				
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ⟹ ① AND GO TO Q.49G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1980
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1981
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1982
				○ 1983
				○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE

- ⑪ Hourly
- ⑫ Weekly
- ⑬ Bi-weekly
- ⑭ Monthly
- ⑮ Yearly
- ⑯ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.) $

MARK ONE

- ⑪ Hourly
- ⑫ Weekly
- ⑬ Bi-weekly
- ⑭ Monthly
- ⑮ Yearly
- ⑯ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑪ School employment or placement service
- ⑫ Public employment service
- ⑬ Private employment agency
- ⑭ Newspaper advertisement
- ⑮ Checked with employer directly
- ⑯ Through a relative
- ⑰ Through a friend
- ⑱ Civil Service application
- ⑲ Union Registration
- ⑳ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑪ Job ended (temporary job, laid off, or fired)
- ⑫ School-related reasons (graduated, school started, school year ended)
- ⑬ Quit because job, hours, or pay, etc., unsatisfactory
- ⑰ Found a better job or was promoted
- ⑱ Moved elsewhere
- ⑲ Health-related reasons (illness, injury, pregnancy)
- ⑳ Other (WRITE IN)_____
- ㉑ **STILL HAVE THIS JOB**

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO Q.49M)
- ③ **STILL HAVE SAME JOB (GO TO Q.49M)**

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

M. Between the time you left high school and the end of February 1984 did you have any other job(s)? (MARK ONE)

- ① Yes
- ② No

50. At any time between leaving high school and the end of February 1984, have you held a full-time job? (MARK ONE)

① Yes (ANSWER A) ② No (SKIP TO Q.51)

A. Considering the *most recent* full-time job you have held, which type(s) of employer-provided training benefit(s) or training program(s) did you receive or participate in?
(MARK ALL THAT APPLY. FOR ANY PROGRAMS OR BENEFITS MARKED: ANSWER B AND C, THEN ANSWER D.)

Training Programs or Benefits	B. Number of Hours Per Week	C. Total Number of Weeks
① Employer-provided job training during working hours on employer premises		
① Informal on-the-job training (e.g., assigned to work with someone for instruction or guidance, etc.)		
① Employer-provided education or training provided during working hours away from employer premises		
① Tuition aid and/or financial assistance for attending educational institutions after working hours		
① Other (SPECIFY)_____		
① NONE OF THE ABOVE (SKIP TO Q.51)		

D. Was your participation in some or all of this training *required* by your employer? (MARK ONE)

① Yes, all required
② Yes, some required
③ No, none required

51. Not including on-the-job or employer training, have you received formal training to do your current (or most recent) job? (MARK ONE)

① Yes (ANSWER A-E) ① No (GO TO Q. 52)

A. Where did you receive this training? (MARK ALL THAT APPLY)

① High school
① Vocational, trade, business, or other career training school
① Apprenticeship or government training program
① Junior or community college
① College or university (four years or more)
① Independent graduate or professional school (medical, dental, law, theology, etc)
① Military service
① Other (DESCRIBE)_____

B. How did your training relate to your experiences on this job? (MARK ALL THAT APPLY)

① I was able to apply most of what I learned in school
① I would have liked more job-related training before I started working
① The way the job was done was different from the way I was trained
① I did not use, on-the-job, the tools or equipment I was trained to use
① I could have gotten my job without the training
① I realized I had taken coursework associated with my training which was not helpful in performing my job
① Most of what I did on the job I learned to do in school
① I considered myself to be doing as well as others with similar training
① I considered going to school and getting the training a wise choice

C. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work? (MARK ONE)

① Yes
① No
① Don't Know

D. Did your training include instruction in the use of machines or equipment (include instruction in the operation of office machines, computers, machine tools, vehicles, or other such equipment)? (MARK ONE)

① Yes (ANSWER E)
① No (SKIP TO Q.52)

E. Thinking about the formal training you have received, we are interested in the equipment on which you were trained. (MARK ONE OVAL ON EACH LINE)

	Yes	No
a. There was enough equipment available	①	①
b. The equipment was kept in good repair	①	①
c. The equipment used was up-to-date	①	①
d. The equipment used provided good preparation for my job	①	①

52. How satisfied were you with the following aspects of your present or most recent job? (MARK ONE OVAL ON *EACH* LINE.)

		Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied
a.	Pay and fringe benefits	①	②	③	④
b.	Importance and challenge	①	②	③	④
c.	Working conditions	①	②	③	④
d.	Opportunity for promotion and advancement with this employer	①	②	③	④
e.	Opportunity for promotion and advancement in this line of work	①	②	③	④
f.	Opportunity to use past training and education	①	②	③	④
g.	Security and permanence	①	②	③	④
h.	Supervisor(s)	①	②	③	④
i.	Opportunity for developing new skills	①	②	③	④
j.	Job as a whole	①	②	③	④
k.	The pride and respect I received from my family and friends by being in this line of work	①	②	③	④
l.	Relationships with co-workers	①	②	③	④

53. In the next few years, how likely is it that you will be: (MARK ONE OVAL ON *EACH* LINE)

		Definitely	Probably	Probably Not	Definitely Not	Don't Know/ Not Sure
a.	Working as a laborer on construction jobs	①	②	③	④	⑤
b.	Working at a desk in a business office	①	②	③	④	⑤
c.	Serving in the military	①	②	③	④	⑤
d.	Working as a salesperson	①	②	③	④	⑤
e.	Working as a waiter or waitress in a restaurant	①	②	③	④	⑤
f.	Teaching in an elementary or secondary school	①	②	③	④	⑤

54. Write in here the name of the job or occupation that you *expect or plan to have* when you are 30 years old. Even if you are not at all sure, write in your *ONE* best guess.

(WRITE IN)_____

A. Which of the categories below comes closest to describing that job? (MARK ONE)

- ⑪ CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- ⑫ CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- ⑬ FARMER, FARM MANAGER
- ⑭ HOMEMAKER (without other job)
- ⑮ LABORER such as construction worker, car washer, sanitary worker, farm laborer
- ⑯ MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- ⑰ MILITARY such as career officer, enlisted man or woman in the Armed Forces
- ⑱ OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver
- ⑲ PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- ⑳ PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- ㉑ PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- ㉒ PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- ㉓ SALES such as salesperson, advertising or insurance agent, real estate broker
- ㉔ SCHOOL TEACHER such as elementary or secondary
- ㉕ SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress
- ㉖ TECHNICAL such as draftsman, medical or dental technician, computer programmer
- ㉗ NOT WORKING

㉘ OFFICE USE ONLY

PERIODS UNEMPLOYED

55. In the 21 month period between June 1982 and the end of February 1984, were you *ever* without a job *and* looking for work at the *same* time? (MARK ONE)

- ⊙ Yes (ANSWER A-D)
- ⊙ No (SKIP TO Q.56)

A. During which months or parts of a month were you *both* without a job *and* looking for work? (MARK ALL THAT APPLY)

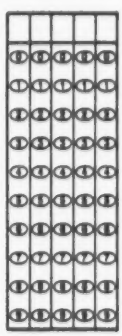
1982	1983		1984
⊙ June	⊙ January	⊙ July	⊙ January
⊙ July	⊙ February	⊙ August	⊙ February
⊙ August	⊙ March	⊙ September	
⊙ September	⊙ April	⊙ October	
⊙ October	⊙ May	⊙ November	
⊙ November	⊙ June	⊙ December	
⊙ December			

B. During the most recent period indicated above, on average about how many hours *per week* did you spend actively looking for work? (WRITE IN NUMBER OF HOURS AND MARK APPROPRIATE OVALS)

HOURS PER WEEK

C. What was the lowest salary or wage rate you would have accepted *during the most recent period indicated above?* (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS)

SALARY OR WAGE RATE $



(MARK ONE)

- ⊙ Hourly
- ⊙ Weekly
- ⊙ Monthly
- ⊙ Yearly

D. During the *last week* you were looking for work, where did you go or what did you do to find a job? (MARK ALL THAT APPLY)

- ⊙ School or college employment or placement service
- ⊙ Civil Service applications
- ⊙ Public employment service
- ⊙ Private employment agency
- ⊙ Community action or welfare groups
- ⊙ Newspaper advertisement
- ⊙ Direct application to employer
- ⊙ Registration with a union
- ⊙ Checked through relatives
- ⊙ Checked through friends
- ⊙ Nothing
- ⊙ Other (EXPLAIN)_____

FAMILY INFORMATION

56. What was your marital status the *first week of February 1984*? (MARK ONE)

- ⓐ Divorced (SKIP TO Q.62)
- ⓑ Widowed (SKIP TO Q.62)
- ⓒ Separated (SKIP TO Q.62)
- ⓓ Never married (SKIP TO Q.64)
- ⓔ Not married but living with an unrelated adult of the opposite sex (GO TO Q.57. ANSWER Qs.57-61 FOR THIS PERSON)
- ⓕ Married (GO TO Q.57)

---

57. What was your spouse (husband or wife) doing the first week of February 1984? (MARK ALL THAT APPLY)

- ① He or she was working for pay at a full-time or part-time job
- ① Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- ① Taking academic courses at a two- or four-year college
- ① Taking courses at a graduate or professional school (e.g., law, medicine, pharmacy, etc.)
- ① Serving on active duty in the Armed Forces (or service academy)
- ① Keeping house (without other job)
- ① Temporary layoff from work, looking for work, or waiting to report to work
- ① Other (DESCRIBE)_____

---

58. Did your spouse hold a job the *first week of February* 1984? (MARK ONE)

- ① Yes (GO TO Q.59)
- ① No (SKIP TO Q.60)

---

59. Please describe below the job your spouse held during the *first week of February* 1984.

A. What kind of business or industry was this? (For example, shoe store, restaurant, etc.)

(WRITE IN)_____

Office Use Only	①①①①①①①①①①① ①①①①①①①①①①① ①①①①①①①①①①①

B. What kind of job or occupation did he or she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(WRITE IN)_____

Office Use Only	①①①①①①①①①①① ①①①①①①①①①①① ①①①①①①①①①①①

C. What were his or her most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.) (WRITE IN)

_____

_____

_____

D. Was he or she: (MARK ONE)

- ① An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions?
- ① A GOVERNMENT employee (Federal, State, county or local institution or school)?
- ① Self-employed in his or her OWN business, professional practice, or farm?
- ① Working WITHOUT PAY in family business or farm?
- ① Working WITHOUT PAY in volunteer job?

E. When did he or she start working at this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH			YEAR	
○ Jan.	○ May	○ Sep.	○ 1978 or before	○ 1981
○ Feb.	○ Jun.	○ Oct.		○ 1982
○ Mar.	○ Jul.	○ Nov.	○ 1979	○ 1983
○ Apr.	○ Aug.	○ Dec.	○ 1980	○ 1984

F. Is he or she currently working at this job? (MARK ONE)

① Yes ② No ➡ (IF NO, MARK ONE FOR MONTH LEFT)

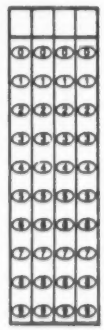
⑫ February	⑭ April	⑯ June
⑬ March	⑮ May	⑰ July

G. How many hours did he or she usually work at this job in an average week? (WRITE IN NUMBER OF HOURS AND MARK APPROPRIATE OVALS)

HOURS PER WEEK

H. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before taxes or other deductions. If not paid by the week, please estimate.) (WRITE IN; ROUND TO NEAREST DOLLAR AND MARK APPROPRIATE OVALS)

APPROXIMATE EARNINGS DURING AVERAGE WEEK $



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60. As of the first week of February 1984, what was the highest level of education that your husband or wife had attained? (MARK ONE)

① Some high school, or less

② Finished high school or earned a high school equivalency diploma or certificate

③ Less than two years
④ Two years or more
} Vocational, trade, or business school after high school

⑤ Less than two years of college
⑥ Two or more years of college (including two-year degree)
⑦ Finished college (four- or five-year degree)
⑧ Master's degree or equivalent
⑨ Ph.D., M.D., or other advanced professional degree
} College program

⑩ Don't know

61. **Now please think back to October 1, 1983. If you were married then, what was your husband or wife doing in *October 1983*? (MARK ALL THAT APPLY)**

IF YOU WERE NOT MARRIED AT THAT TIME, MARK OVAL HERE ⟶ ◯ AND GO TO Q.62.

- ◯ Working for pay at a full-time or part-time job
- ◯ Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business or other career training school)
- ◯ Taking academic courses at a two- or four-year college
- ◯ Taking courses at graduate or professional school (e.g., law, medicine, pharmacy)
- ◯ Serving on active duty in the Armed Forces (or service academy)
- ◯ Keeping house (without other job)
- ◯ On temporary layoff from work, looking for work, or waiting to report to work
- ◯ Other (DESCRIBE)_____

---

62. **How many times have you been married? (MARK ONE)**

- ◯ Never (SKIP TO Q.64)
- ◯ Once (GO TO Q.63)
- ◯ Twice (GO TO Q.63)
- ◯ Three or more times (GO TO Q.63)

63. Now we would like some information about your current or most recent marriage and any past marriage(s). Please start with your current or most recent marriage and then report the one(s) before that, if any.

	(1) Current or most recent marriage	(2) Previous marriage	(3) Previous marriage
A. When did this marriage begin? (MARK OVALS FOR MONTH AND YEAR)	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984
B. When did this marriage end? (MARK OVALS FOR MONTH AND YEAR AND COMPLETE PART C AND D) **(IF STILL MARRIED, MARK OVAL HERE → GO TO COLUMN 2 OR Q.64)**	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984 ① Still Married	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984
C. How did this marriage end? (MARK ONE)	① Separation ② Divorce or annulment ③ Death	① Separation ② Divorce or annulment ③ Death	① Separation ② Divorce or annulment ③ Death
IF NOW SEPARATED, ANSWER D: **D. When did you stop living together with your spouse? (MARK OVALS FOR MONTH AND YEAR)**	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984		

64. How many children, altogether, do you eventually expect to have? (MARK ONE)

- ⑩ None (SKIP TO Q.67)
- ⑪ One (GO TO Q.65)
- ⑫ Two (GO TO Q.65)
- ⑬ Three (GO TO Q.65)
- ⑭ Four (GO TO Q.65)
- ⑮ Five (GO TO Q.65)
- ⑯ Six or more (GO TO Q.65)

65. Did you have any children (including adopted, foster-care and stepchildren) as of the *first week of February* 1984? (MARK ONE)

① Yes (ANSWER A) ② No (SKIP TO Q.67)

A. How many children (including adopted, foster-care and stepchildren) did you have as of the *first week of February* 1984? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF CHILDREN:

66. Next we would like some information about your children (including adopted, foster-care, and stepchildren). Please enter information about your first child, your second child and your most recent or last child.

	First Child	Second Child	If more than two: Most Recent (Last) Child
A. What is the birth date of this child? (MARK OVALS FOR MONTH AND YEAR)	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984	○ Jan. ○ Jul. ○ Feb. ○ Aug. ○ Mar. ○ Sep. ○ Apr. ○ Oct. ○ May ○ Nov. ○ Jun. ○ Dec. ○ 1980 or before ○ 1981 ○ 1983 ○ 1982 ○ 1984
B. Is the child adopted, a stepchild, or a foster-care child, or a child born to you? (MARK ONE)	① Born to me ② Adopted ③ Stepchild ④ Foster-care	① Born to me ② Adopted ③ Stepchild ④ Foster-care	① Born to me ② Adopted ③ Stepchild ④ Foster-care

INCOME

67. What is the best estimate of your income before taxes for (a) *ALL OF 1982*, and (b) *ALL OF 1983*? If married, include your spouse's income in the total. *DO NOT INCLUDE LOANS.* Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0."
(WRITE IN AMOUNTS AND MARK APPROPRIATE OVALS. START WITH PART a, COLUMN 1 AND CONTINUE THROUGH PART n IN COLUMN 4 ON NEXT PAGE.)

IF YOU HAVE NO SPOUSE: MARK OVAL HERE ⊙

COLUMN 1 SOURCE	Amount Received 1982	Amount Received 1983	COLUMN 2 SOURCE	Amount Received 1982	Amount Received 1983
a. Your own wages, salaries, commissions, or tips. IF NONE: ENTER "0"	$	$	e. Social Security benefits (include spouse's) IF NONE: ENTER "0"	$	$
b. Your own net income from a business or farm. IF NONE: ENTER "0"	$	$	f. Veteran's benefits (include spouse's) IF NONE: ENTER "0"	$	$
c. Your spouse's (husband or wife) wages, salaries, commissions, or tips, and his or her net income from a business or farm. IF NONE: ENTER "0"	$	$	g. Your unemployment compensation. IF NONE: ENTER "0"	$	$
d. Dividends, interest, rental income, investment income (include spouse's) IF NONE: ENTER "0"	$	$	h. Your spouse's unemployment compensation. IF NONE: ENTER "0"	$	$

CONTINUE WITH PART e, COLUMN 2

CONTINUE WITH PART i, COLUMN 3

COLUMN 3 SOURCE	Amount Received 1982	Amount Received 1983	COLUMN 4 SOURCE	Amount Received 1982	Amount Received 1983
i. Public assistance, welfare, AFDC, etc. (include spouse's). IF NONE: ENTER "0"	$	$	l. Your spouse's scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	$	$
j. Income you (and your spouse) received as gifts from relatives or friends. IF NONE: ENTER "0"	$	$	m. Nontaxable income not included above (include spouse's). IF NONE: ENTER "0"	$	$
k. Your scholarships, fellowships, grants, loans, etc. IF NONE: ENTER "0"	$	$	n. TOTAL INCOME (ADD TOGETHER PARTS a-m)	$	$

CONTINUE WITH PART I, COLUMN 4

EXPERIENCES AND OPINIONS

68. During weekdays, about how many hours *per day* do you watch TV? (MARK ONE)

- ① Don't watch TV during weekdays
- ② Less than 1 hour
- ③ 1 hour or more, less than 2
- ④ 2 hours or more, less than 3
- ⑤ 3 hours or more, less than 4
- ⑥ 4 hours or more, less than 5
- ⑦ 5 hours or more, less than 6
- ⑧ 6 hours or more, less than 7
- ⑨ 7 hours or more, less than 8
- ⑩ 8 hours or more

---

69. Are you registered to vote? (MARK ONE)

① Yes ② No

---

70. At any time since you have been 18, have you voted in a local, state, or national election? (MARK ONE)

① Yes ② No

---

71. How important is each of the following to you in your life? (MARK ONE OVAL FOR *EACH* LINE)

		Not important	Somewhat important	Very important
a.	Being sucessful in my line of work	①	②	③
b.	Finding the right person to marry and having a happy family life	①	②	③
c.	Having lots of money	①	②	③
d.	Having strong friendships	①	②	③
e.	Being able to find steady work	①	②	③
f.	Being a leader in my community	①	②	③
g.	Being able to give my children better opportunities than I've had	①	②	③
h.	Living close to parents and relatives	①	②	③
i.	Getting away from this area of the country	①	②	③
j.	Working to correct social and economic inequalities	①	②	③
k.	Having children	①	②	③
l.	Having leisure time to enjoy my own interests	①	②	③

INFORMATION FOR FUTURE FOLLOW-UP

ID: ☐☐☐☐ - ☐☐ - ☐

1. PRINT your name, address and telephone number (where you can be reached during the coming year).

Your Name:_____ Spouse's Full Name: _____
Street Address:_____
City: _____ State: _____ Zip:_____
TELEPHONE NUMBER: (_____)_____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone.....1
Person listed above.....2
Other (PLEASE SPECIFY) _____.....3

2. PRINT name, address and telephone number of your parents (or one parent).

Parent's Name:_____
Street Address:_____
City: _____ State: _____ Zip:_____
TELEPHONE NUMBER: (_____)_____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone.....1
Person listed above.....2
Other (PLEASE SPECIFY) _____.....3

3. PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you) Remember to record the relationship of these persons to you (for example, friend, sister, cousin, etc.).

Name: _____ RELATIONSHIP TO YOU: _____
Street Address:_____
City: _____ State: _____ Zip:_____
TELEPHONE NUMBER: (_____)_____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone.....1
Person listed above.....2
Other (PLEASE SPECIFY) _____.....3

Name: _____ RELATIONSHIP TO YOU: _____
Street Address:_____
City: _____ State: _____ Zip:_____
TELEPHONE NUMBER: (_____)_____

IN WHOSE *NAME* IS THE TELEPHONE NUMBER LISTED? (MARK ONE)

No phone.....1
Person listed above.....2
Other (PLEASE SPECIFY) _____.....3

Please give the following information about yourself:

DATE OF BIRTH _____ Month _____ Day _____ Year

CIRCLE ONE
SEX: Female.....1
Male.....2

Social Security Account Number

Please print your Social Security number in the space below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

_____ – _____ – _____
Social Security Number

Today's Date:_____

THANK YOU FOR YOUR COOPERATION

THE INFORMATION PROVIDED ON THIS FORM IS PART OF THE SYSTEM OF RECORDS AS DEFINED BY THE PRIVACY ACT. THE INFORMATION WILL BE PROTECTED TO THE EXTENT PERMISSIBLE UNDER THE PRIVACY ACT.

APPENDIX B:

Pre-Field Correspondence

HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Fall, 1983

Dear High School and Beyond Participant:

High School and Beyond is coming back! We are now preparing for the third High School and Beyond survey, which will involve 30,000 young adults--including you--who were sophomores or seniors in high school back in 1980.

This round of High School and Beyond comes at a particularly important time for American education. Educators are involved in an intense debate over what is right and wrong with the nation's schools. A recent report by the National Commission on Excellence in Education charged that U.S. educational standards have been eroded "by a rising tide of mediocrity." But some say the commission was unjust in giving a failing grade to the public schools of the nation. One critic wrote: "The report fails to recognize the achievements of a massive comprehensive educational system in America."

High School and Beyond researchers are interested in the answers to important questions about education that directly affect your life:

Has the U.S. educational system adequately prepared you and your former classmates for college?

Did your educational experience prepare you for entering the world of work?

How does your education relate to the many other challenges you face in our rapidly changing world?

You can make a continuing contribution to the success of High School and Beyond. In early February we will mail you a questionnaire to complete. We will include a check for $5.00 with the questionnaire to show our appreciation for your time and cooperation.

To be sure the questionnaire and check reach you, we need to know where you will be in February 1984. We don't want to miss you. Please complete the enclosed address update form and return it in the postage-paid envelope we have provided by December 1, 1983. If this letter reaches you too late to meet the deadline, then please return the form as soon as possible.

If you would like more information about the survey, please call Chris Russell collect at (312) 962-8993. We look forward to your continuing participation and thank you again for your help.

Sincerely,

Calvin Jones

Calvin Jones
Project Director

P.S. Many of you have asked about results from earlier surveys. The enclosed High School and Beyond Newsletter describes some of the results obtained so far. We hope you enjoy the Newsletter.

Conducted by the National Opinion Research Center • University of Chicago • 6030 South Ellis • Chicago, IL 60637 • 312/962-8996

DO WE HAVE YOUR CURRENT NAME, ADDRESS, PHONE NUMBER AND SOCIAL SECURITY NUMBER?
If not, please correct this label and fill in any missing items.

WHERE WILL YOU BE IN FEBRUARY 1984?

1. ☐ I WILL BE AT THE ABOVE ADDRESS AND PHONE NUMBER IN FEBRUARY 1984.

2. ☐ I WILL BE AT A DIFFERENT ADDRESS (OR PHONE NUMBER) IN FEBRUARY 1984.

If you checked box 2, please write in the address, and/or phone number changes on the lines below.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ _____
Area Code Number

In whose name is this telephone number listed? _____

3. ☐ I'M NOT SURE WHERE I WILL BE IN FEBRUARY 1984, BUT THE PERSON LISTED BELOW WILL KNOW WHERE I CAN BE REACHED.

If you checked box 3, please write in the name, address and phone number of this person on the lines below.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ _____
Area Code Number

In whose name is this telephone number listed? _____

THANK YOU FOR YOUR COOPERATION. WE LOOK FORWARD TO HEARING FROM YOU AGAIN.

☆U.S. GOVERNMENT PRINTING OFFICE: 1983 754-390

HIGH SCHOOL AND BEYOND

Newsletter Special Edition

National Opinion Research Center, Chicago, Illinois 60637 • Fall and Winter 1983-1984

Is There Life Beyond High School?

What happens to young adults when they leave high school?

Do they continue their educations? Do they join the Armed Services? Do they find that their high schools have provided them with the education they need for jobs, or for further education? How are they coordinating jobs and schooling with life experiences like marriage or having children?

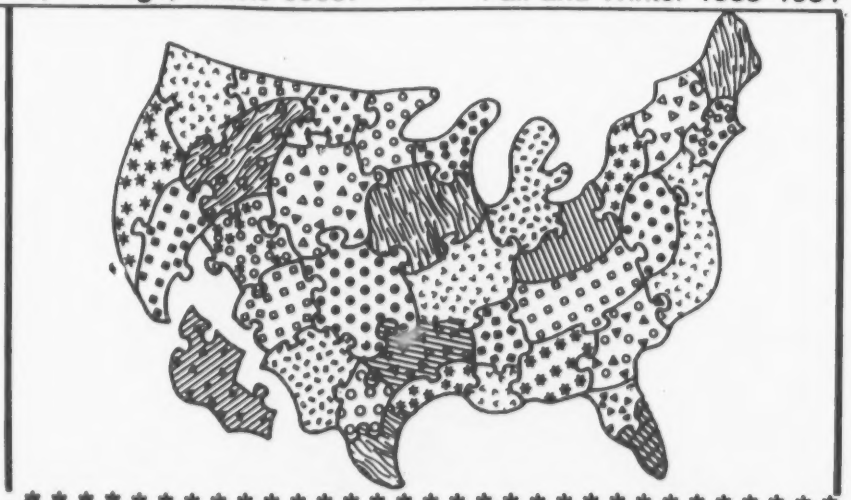
These are important questions—for you and other young adults, and for those concerned with the well-being of your generation. And finding the answers to questions like these is what the High School and Beyond Second Follow-Up is all about. NORC in Chicago is conducting this survey for the National Center for Education Statistics (NCES) in Washington, D.C.

The survey is designed so that each of you represents not only yourself but 250 other young adults like yourself in the United States. Your participation so far has provided important information on your generation. Your participation now will make that information even more valuable, because it will create a more complete and richer picture of your generation.

As always, the findings from the study will be reported only in statistical summaries, such as "An estimated 85 percent of the Classes of 1980 and 1982 believe . . ." Your name will never be associated with your responses. Your privacy will be completely protected.

Planning for the Second Follow-Up is well underway. The questionnaire that will be sent to you in mid-February is taking shape. You'll find it similar in many respects to the HS&B questionnaires you've answered in the past, but with some new questions to take into account the new dimensions of your lives.

But all of the planning and work done on the Second Follow-Up will be for nothing if we can't find the most important element of the study—you, the HS&B participants. **Please take a moment to fill out the form sent with this newsletter to let us know where you'll be in February 1984.**



How Surveys Work (Or, Why We Keep Asking Such Peculiar Questions)

One of the questions NORC most often hears from respondents is, "Why do you want to know *that*?"

The answer to this question gets at the heart of what survey research is all about. Each question is like a piece in a jigsaw puzzle. An individual question, like an individual piece, may not seem important, but when it is grouped with other questions—the other "pieces"—a picture begins to emerge.

This process enables social scientists and people concerned with policy issues to identify current trends that affect our lives in many varied and important ways.

For example, respondents might be asked about the lowest hourly wage they would be willing to accept. Such a question may not seem to have much relevance to real life, but the answers people give to it can be related to their answers to other questions, and this allows researchers to do some interesting analyses.

They can compare people's lowest acceptable wages with what they're actually making; they can see how being unemployed might affect the wage people said they would accept; they can see how a person's sex or level of education might affect the wage he or she would be willing to accept. These analyses can then be used in formulating important changes in national policy—for example, changes in the minimum wage or youth employment programs.

Computer technology makes it possible to see these relationships easily. The computer tabulates and stores all the responses to every question, and on demand it will perform a task called "crosstabulation," which produces a table showing how one's condition—for example, being unemployed—is related to another variable in one's life —for example, the lowest wage one would accept for any job.

To conduct the First Follow-Up of High School and Beyond, NORC employed:

- 280 interviewers throughout the nation
- 30 interviewing supervisors
- 28 people to handle mail receipt and keep the interviewers supplied with materials
- 12 full-time coders who spent a combined total of more than 10,000 hours coding the completed questionnaires

Love or Money?

Have young Americans lost interest in everything except making money? Not at all, according to data from High School and Beyond.

Some social critics claim the present generation has abandoned the idealism of the 1960s and become wholly devoted to the pursuit of material wealth, but statistics from the First Follow-Up quickly dispel this notion. A large majority of the respondents considered it very important to be successful with one's work, to have a happy marriage, and to have strong friendships. Only a minority considered it very important to be rich. In fact, being rich was generally considered less important than having children or having leisure time.

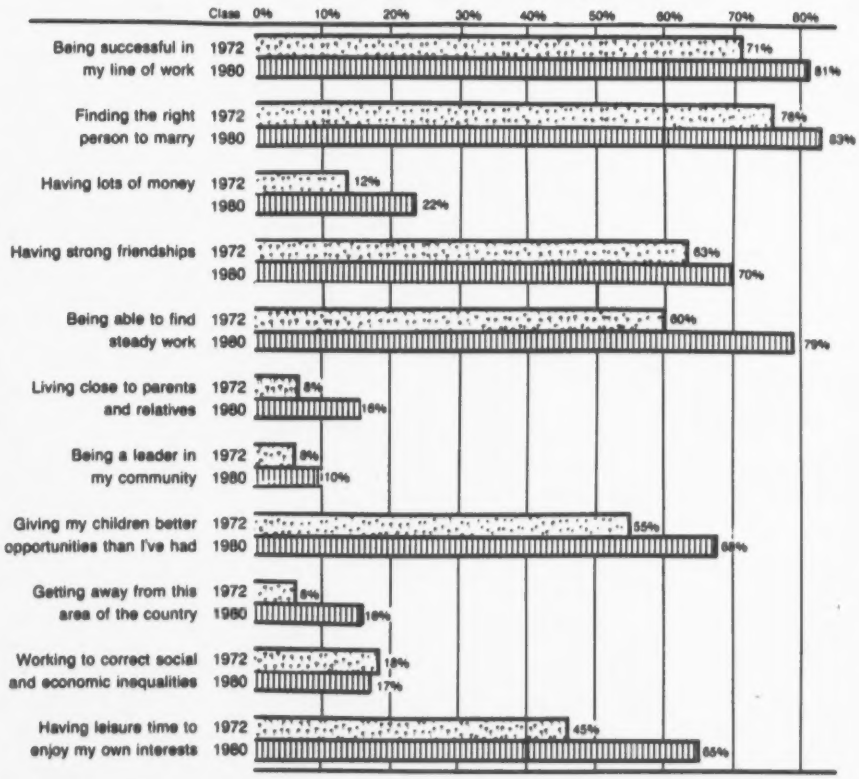
What do these figures tell us? They

suggest that young Americans are intensely concerned with the non-material aspects of their own lives: love and work.

There is an emphasis on relationships that are "close to home." This emphasis on family and friends may explain why there is a dramatic increase in the value placed on living near parents and relatives when the High School and Beyond First Follow-Up data are compared to data from the 1972 National Longitudinal Survey of Youth.

In 1972, only 48 percent of those surveyed felt it was important ("very important" or "somewhat important") to live near parents and relatives. By 1982, this number had jumped to 68 percent.

Percent who said this was "very important"



Education Beyond High School

What did high school seniors in 1980 and 1982 plan to do with their lives once they got out of high school? How did these plans turn out?

The two classes' plans, reported two years apart, turned out to be remarkably similar. About 70 percent of both planned to attend college at some point in the future, about 20 percent did not, and about 10 percent did not know whether they planned to go to college.

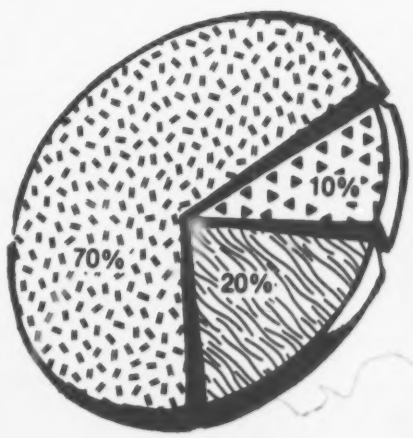
In both classes, women showed more interest than men in higher education: about 73 percent of all women planned to attend college versus about 66 percent of all men.

Most people thought intellectual factors—courses offered and academic reputation—were very important in choosing a college.

But economic reasons followed close behind. "Costs while at school" and "availability of financial aid" were rated very important by roughly 40 percent of both classes. (Only 28 percent of the Class of 1972 regarded availability of financial aid as very important.)

Economic factors may also be one reason why there is a gap between the number of people planning to go to college and the number who actually do so immediately following high school. Seventy percent of the Class of 1980 reported that they planned to attend college, but only 59 percent had actually done so by October of 1981.

One of the reasons High School and Beyond is invaluable to American policymakers is that it presents hard data on the impact our present economic problems are having on the lives and plans of young people.



* Only 6 percent of the Class of 1982, and 5 percent of the Class of 1980, don't expect to marry, but almost twice as many of these people are men. H'mmm . . . looks like trouble.

* 91 percent of HS&B respondents expect to have children. More than twice as many women as men already had a child at the time they were surveyed. More men than women say they'll never have kids, by about ten percentage points.

Calvin Jones
HS&B Project Director

A Message From the NORC Project Director

The Second Follow-Up of the national longitudinal survey High School and Beyond occurs at an especially important time for the American educational system. For many months, news media have carried daily reports about the condition of the nation's schools.

Some have been critical, suggesting that American schools—especially high schools—fail to prepare young adults for successful careers or for entry into higher education. While other reports have praised the school system for the great variety of goals pursued on the students' behalf, there is some concern that students of the 1980s are not being educated as well as students of a decade ago.

As a contributor to High School and Beyond, each of you plays an important role in the scientific study of education in America. The survey is a major project of the National Center for Education Statistics, the agency charged with providing data on education issues to the U.S. Department of Education.

In the coming years, members of Congress and Federal agencies, as well as state and local officials, will be considering a great many policy decisions that will have profound effects on the educational process.

Should high school graduation requirements be changed? If so, just what subjects should students be required to study? How far should government go to provide financial aid for those who pursue education beyond high school?

Should financial aid be awarded only on the basis of need, or should academic merit be considered as well? Are students learning enough about computers and other technological devices to "make it" in tomorrow's job market?

What happens to young adults who, for whatever reason, leave high school without graduating? Do they return to school later to obtain a degree, earn a GED, or make their way without a diploma? How much training do young adults receive from their employers, after their formal schooling is finished?

Throughout the decade of the 1980s, High School and Beyond will ask each of you to help answer these questions by telling us about your experiences with education and work after high school. Your responses, combined with those of many other members of your age group, will provide an enormously valuable asset to education policymakers.

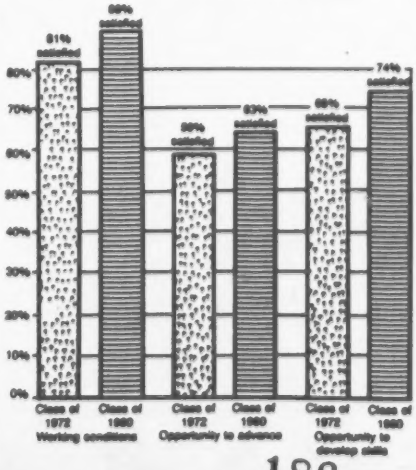
We at NORC believe that the future of the American educational system will be determined by far-reaching decisions made during the next few years. We hope that you will once again take the opportunity to join us in this important project.

Job Satisfaction on the Increase

The grim expressions of people waiting for the bus on Monday mornings notwithstanding, more young Americans like their jobs than not. The First Follow-Up of High School and Beyond asked the Class of 1980 about their satisfaction with the opportunities for professional growth provided by their jobs. A significant majority were either satisfied or very satisfied.

Furthermore, when we compare HS&B data with the responses of the Class of 1972 to similar questions, we see that job satisfaction is on the rise. There were significant increases in satisfaction in several areas, as the accompanying graph illustrates.

Job satisfaction



Comparisons of data from the two surveys show another important trend in the world of work: significant numbers of women are beginning to enter career areas once dominated by men. But the proportion of women expecting to be homemakers has not changed much in the last ten years—it's still about 1 in 17.

The HS&B data not only show trends across a ten-year period—they also reveal changes in American society during the past two years. During even this short period of time, technology seems to have affected career aspirations. In the Class of 1980, more people wanted to be in such professions as medicine and law than wanted to be technicians (draftsmen, computer programmers, etc.). In the Class of 1982, more wanted to be technicians.

How much of this can be blamed on Pac-Man is a topic for future analysis by our learned team of statisticians and social scientists—stay tuned.

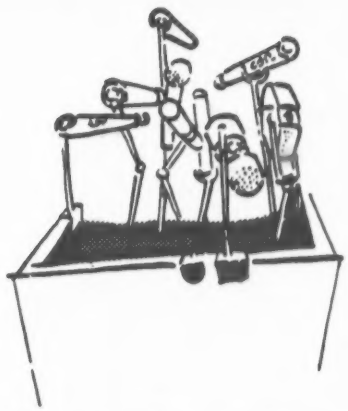
When You Talk, People Listen

Because the subject matter of High School and Beyond is exceptionally timely and relevant, the survey has often been in the public eye since it began in 1980.

HS&B results have been reported and discussed on national and local television and radio. Many preliminary findings from the first survey in 1980 received great attention in Congress, in the Education Department, and in several other federal agencies, as well as in the press.

A report titled "Public and Private Schools," published by NCES, was used in the debate on tax-credit legislation in Congress. The Federal Vocational Education Program has used the data to develop part of the Vocational Education Reauthorization package, and the Office of Student Financial Aid uses data from HS&B to make cost projections for its grant and loan programs.

The Second Follow-Up is especially timely because of the intense debate now going on among educators about



what is right and wrong with American schools. Have U.S. schools succumbed to "a rising tide of mediocrity," as a recent report by the national Commission on Excellence in Education charges? Both the critics of the present educational system and its defenders are eagerly awaiting data from the next wave of the survey.

Articles and editorials discussing HS&B findings have appeared in national publications and major newspapers, including:

The New York Times
Newsweek Magazine
The Washington Post
The Chronicle of Higher Education
The Baltimore Sun
Time Magazine
The Chicago Sun-Times

Profiles of the Respondents

Here are some statistics on what High School and Beyond respondents were doing when they were surveyed in February 1982:

Class of 1982

The majority were still in high school (25,800), 2,290 had left school, 1,170 had transferred to different schools, and 640 had graduated early.

Of those out of school, 46 percent were already working.

Of those in school, 16 percent had lined up definite jobs for after graduation, and 69 percent planned to attend college.

High school programs varied greatly: general curriculum claimed 34 percent of the respondents, academic or college prep programs another 39 percent, 3 percent were enrolled in agricultural programs, 10 percent in business programs, 2 percent in technical programs, and 6 percent each in trade and other types of curricula.

83 percent had positive attitudes toward themselves, 84 percent felt they were people of worth, but 11 percent felt that they had nothing to be proud of.

Class of 1980

52 percent were working full- or part-time, 43 percent were in college at least part-time, 10 percent were in vocational education programs (either government or private) and 4 percent were in the military.

5 percent were homemakers.

12 percent were trying to find work.

10 percent were married, and less than 1 percent divorced.

7 percent already had one child and 1 percent had two.

89 percent said that on the whole they took a positive attitude toward themselves.

The National Center for Education Statistics

The National Center for Education Statistics (NCES) is part of the U.S. Department of Education. NCES has been charged by Congress with the responsibility for gathering and publishing full and complete statistics and other information on education in the United States and other countries.

The General Education Provisions Act further directs NCES to analyze the meaning and significance of these statistics, and to report its findings to the public.

High School and Beyond is the second in a program of longitudinal studies—that is, studies conducted over time with the same respondents. It is similar to the first NCES study, the National Longitudinal Survey of the Class of 1972, which interviewed high school seniors in 1972. To date, these same students from the Class of 1972 have been interviewed four times, most recently in 1980. Their experiences a decade ago provide a rich source of comparison with the experiences of High School and Beyond participants.

NCES's longitudinal studies program is based on the idea that federal, state, and local policies that affect people's transition from school to work ought to be grounded in analyses of the educational *process*, not just of the resources put into it and the degrees and diplomas awarded.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1983—784-359

APPENDIX C:

Cover Letter for Questionnaire
Reminder Postcard

HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

February, 1984

Dear High School and Beyond Participant:

In November, we sent you a letter indicating that the High School and Beyond Survey was once again underway. Enclosed you will find the questionnaire for the latest round of this survey of 30,000 young men and women who were high school seniors and sophomores in 1980.

The Second Follow-Up of the High School and Beyond Survey has been designed to gather information about the lives of young adults during the critical period in which they move from high school to college, work, or other new life experiences. Your participation is very important. It is also completely voluntary: if there are any questions you would prefer not to answer, simply leave them blank.

Since many questions in the questionnaire refer to specific dates, such as the first week in February, it is important that you complete the questionnaire as soon as possible. We hope that you will be able to mail the completed questionnaire within the next two or three weeks. If this is not possible, please send the questionnaire as soon as you can find the time to complete it.

The questionnaire will be processed using special computerized equipment. Therefore, it is extremely important that you use the enclosed pencil when filling out your questionnaire. Otherwise, the computer will not be able to read your answers.

A postage-paid envelope has been included for you to return the questionnaire to us. A check for $5.00 is also enclosed as a gesture of appreciation for your help.

Please read the enclosed yellow sheet before beginning the questionnaire; it will answer some of the questions you may have. If you have any other questions about the survey or the questionnaire, please call collect to: Chris Russell, (312)962-8998 between 9:00 a.m. and 5:00 p.m., Monday through Friday. Thank you for your help.

Sincerely,

Calvin Jones

Calvin Jones
Project Director

Conducted by the National Opinion Research Center • University of Chicago • 6030 South Ellis • Chicago, IL 60637 • 312/962-8998

FLASH!!

HIGH SCHOOL AND BEYOND Participants Ask Their Favorite Questions About How to Fill Out A Questionnaire

MARRIANE, TOPEKA ASKS: "DOES EVERY QUESTION APPLY TO ME?"

ANSWER: No, that would not be possible since many of you have had very different experiences. For instance, some of you are home raising children, some of you are working fulltime, some of you are in school, some of you are looking for jobs and still others may be taking a break from all these activities.

TOM, NEW YORK CITY ASKS: "HOW DO I KNOW WHICH QUESTIONS APPLY TO ME?"

ANSWER: We have made it easy for you. Begin by answering all of the questions in their given order. If there are questions that do not apply to you, an instruction will be presented that tells you which question to answer next. Below is an example of Q. 22 from a 1982 questionnaire.

22. Between the time you left high school and the end of February 1982 have you held a full-time or part-time job of any kind? (CIRCLE ONE)

O Yes
O No (SKIP TO Q. 29)

People who answer "Yes" continue on to Q. 23. People who answer "No" are sent directly to Q. 29, skipping the questions in between that do not apply to them.

HELEN, SAN DIEGO ASKS: "ARE THERE MISTAKES I CAN MAKE?"

ANSWER: There are 2 common mistakes that can be easily avoided. The first happens when the instructions associated with each question are not carefully read and followed. For example, Q. 22, above, tells you to "CIRCLE ONE." If a person circled both answers that would be an error.

The second happens if the 'skip' instructions are not followed. For example, if in Q. 22 you answered "No" but then went on to answer Q. 23 that would be an error. You should have skipped to Q. 29. IT IS VERY IMPORTANT TO READ THE INSTRUCTIONS CAREFULLY!

CONTINUED ON THE BACK

ALICE, ATLANTA ASKS: "HOW DO I KNOW IF THE ANSWER I HAVE CIRCLED IS CORRECT?"

ANSWER: This is not a test, there are no 'right' or 'wrong' answers. The questions have been designed to learn about the lives of young people who went to high school in the 1980's and are now trying to establish their lives.

FRANKLIN, CHICAGO ASKS: "ARE THE NUMBER GRIDS DIFFICULT TO FILL OUT?"

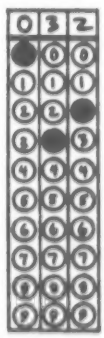
ANSWER: Not at all! Look at the sample Q. 24 below:

Q. 24: What are your average monthly costs for commuting back and forth to work? WRITE IN AMOUNT AND MARK APPROPRIATE OVALS

"Let's say your monthly gasoline costs for commuting are approximately 32.25. Since we always round to the nearest dollar first, you would enter "032" as shown and then darken the appropriate ovals.

If another person spent $110.75 monthly, he or she would enter "111" in the boxes before darkening the ovals ("111" is entered rather than "110" because the .75 is closer to $111)."

MONTHLY COMMUTING COSTS:



CHRIS, TRENTON ASKS: "WHAT IF A QUESTION IS NOT CLEAR TO ME, WHAT SHOULD I DO?"

ANSWER: CALL US COLLECT! One of the project survey directors, Geraldine Mooney, will be in her office between 9 and 5 (Chicago time), during weekdays to answer your questions. If she is away from her desk leave your name, telephone number and the best time to reach you and your call will be returned. Remember, no question is too small.

ROBIN, DES MOINES ASKS: "I HAVE NEVER MADE A COLLECT CALL, HOW DO YOU DO IT?"

ANSWER: To make a collect call, DIAL 0-312-962-8991. The operator will break in and ask what type of assistance you need. Tell her you want to place a collect call to Geraldine Mooney. The operator will complete the call for you and the charges will be directed to us.

MIKE, SEATTLE ASKS: "WHAT IF I'M REAL BUSY AND DON'T HAVE TIME TO FILL OUT THE QUESTIONNAIRE RIGHT AWAY?"

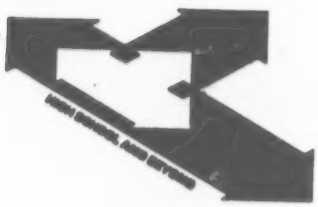
ANSWER: We understand how hectic schedules can be. So, we are giving you several weeks to complete the questionnaire. If we haven't heard from you by then we will be calling you. It would be a big help if you could complete the questionnaire within two weeks of receiving it.

☆U.S. GOVERNMENT PRINTING OFFICE: 1984—754-919.

JUST A REMINDER...

We recently sent you a questionnaire for the High School and Beyond Second Follow-up Survey. If you have already returned your completed questionnaire, many thanks for your time. It is very much appreciated.

If you have not yet returned it, we would appreciate your taking the time to do it today. Your participation is extremely important to furthering our understanding of young Americans' life experiences.



If you have lost your questionnaire, or if you have any questions, please call Chris Russell (collect) at (312)962-8998, weekdays from 9 AM to 5 PM Central Time.

HIGH SCHOOL AND BEYOND
SECOND FOLLOW-UP SURVEY
NORC
6030 S. ELLIS AVE.
CHICAGO, IL 60637

APPENDIX D:

High School and Beyond Data Files Available from NCES

Appendix D

High School and Beyond Data Files Available from NCES

BASE YEAR FILES

Language File

The Language File contains information on each student who reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

Parent File

The Parent File contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their childrens postsecondary education.

Twin and Sibling File

The Twin and Siling File contains base year responses from sampled twins and triplets; augmented data on twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

Teachers' Comments File

The Sophomore Teacher File contains responses from 14,103 teachers on 18,291 students from 616 schools. The Senior Teacher File contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

Friends' File

The Friends' File contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the ID of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and for tracing friendship networks.

MERGED BASE YEAR AND FIRST FOLLOW-UP FILES

Sophomore File

The First Follow-Up Sophomore File contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified as to high school status as of 1982 (i.e., dropouts, same school, transfer, or early graduate).

Senior File

The First Follow-Up Senior File contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

OTHER FILES

Transcript File

This file describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number* for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

Offerings and Enrollments File

This file contains school information, and course offerings and enrollments data, for 957 schools. Each course offered by a school is identifed by a six-digit course number.* Other information, such as credit offered by the school, is also contained on each record.

Updated School File

This file contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in spring 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from sampling files (e.g., stratum codes, case weights).

*Corresponds with descriptions in A Classification of Secondary School Courses (CSSC), developed by Evaluation Technologies, Inc., under contract with NCES, July 1982.

APPENDIX E:

Design Effects and Sampling Errors

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Total Population
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	65.49	0.61	1.80	1.34	10905	0.46
Taking Academic Courses, Feb '84	SE3C	32.63	0.88	3.84	1.96	10905	0.45
Looking for Work, Feb '84	SE3I	6.45	0.37	2.47	1.57	10905	0.24
Currently Married	SE57	24.17	0.77	3.52	1.88	10893	0.41
Have One or More Children	SE66A	16.68	0.72	3.65	1.91	9793	0.38
Expect To Have 3 or More Children	SE65	34.10	0.77	2.76	1.66	10470	0.46
Have Served on Military Active Duty	SE44	6.86	0.31	1.64	1.28	10885	0.24
If in PSE '82-'84: Earned No Degree	SE18J-28J	60.46	0.92	2.46	1.57	6941	0.59
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	1.62	0.25	2.72	1.65	6941	0.15
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	10.94	0.74	3.90	1.98	6941	0.37
Enrolled in Postsecondary Education, Oct '82	PSESOC82	42.82	0.97	4.16	2.04	10836	0.48
Enrolled in Postsecondary Education, Oct '83	PSESOC83	39.21	0.97	4.27	2.07	10809	0.47
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	27.24	1.00	2.18	1.48	4322	0.68
Employed, Oct '83	JOBSOC83	73.92	0.63	2.21	1.49	10749	0.42
Have Used Pocket Calculator	SE9A2-A4	91.88	0.31	1.36	1.17	10553	0.27
Have Used Computer Terminal	SE9B2-B4	55.78	0.97	3.85	1.96	10896	0.49
Have Used Mainframe Computer	SE9E2-E4	29.06	0.73	2.49	1.58	9619	0.46
Have Used Video Tape Recorder	SE9F2-F4	54.75	0.92	3.39	1.84	9913	0.50
Have Used Audio Cassette Deck	SE9H2-H4	89.00	0.52	2.84	1.69	10226	0.31
Have Used Word Processor	SE9I2-I4	12.55	0.52	2.58	1.60	10453	0.32
Currently Registered To Vote	SE70	66.30	0.85	3.43	1.85	10600	0.46
Have Voted in Election within Last Two Years	SE71	46.80	0.88	3.28	1.81	10549	0.49
Being Successful in Job Very Important	SE72A	82.00	0.55	2.17	1.47	10564	0.37
Marrying the Right Person Very Important	SE72B	88.32	0.44	1.98	1.41	10541	0.31
Having Lots of Money Very Important	SE72C	26.00	0.77	3.24	1.80	10537	0.43
Being a Community Leader Very Important	SE72F	10.21	0.44	2.22	1.49	10503	0.30
Better Opportunities for Children Very Important	SE72G	67.05	0.84	3.34	1.83	10470	0.46
Correcting Inequalities Very Important	SE72J	13.03	0.46	1.87	1.37	10507	0.34
Having Children Very Important	SE72K	49.69	0.92	3.57	1.89	10530	0.49
Having Leisure Time Very Important	SE72L	73.93	0.72	2.84	1.69	10561	0.43
Mean				2.87	1.68		
Minimum				1.36	1.17		
Maximum				4.27	2.07		
Standard Deviation				0.78	0.24		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Hispanics
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	70.77	1.67	2.77	1.66	2053	1.00
Taking Academic Courses, Feb '84	SE3C	22.70	1.69	3.34	1.83	2053	0.92
Looking for Work, Feb '84	SE3I	7.97	1.27	4.51	2.12	2053	0.60
Currently Married	SE57	26.55	2.16	4.91	2.22	2052	0.97
Have One or More Children	SE66A	21.58	1.82	3.63	1.91	1857	0.95
Expect To Have 3 or More Children	SE65	36.10	2.17	4.01	2.00	1966	1.00
Have Served on Military Active Duty	SE44	5.15	0.59	1.46	1.21	2046	0.49
If in PSE '82-'84: Earned No Degree	SE18J-28J	68.79	2.21	3.04	1.74	1336	1.27
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	0.87	0.18	0.50	0.71	1336	0.25
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	3.05	0.49	1.00	1.04	1336	0.47
Enrolled in Postsecondary Education, Oct '82	PSESOC82	33.12	1.56	2.24	1.50	2039	1.04
Enrolled in Postsecondary Education, Oct '83	PSESOC83	29.61	1.59	2.46	1.57	2032	1.01
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	31.50	2.79	3.10	1.76	860	1.59
Employed, Oct '83	JOBSOC83	71.62	2.10	4.40	2.10	2029	1.00
Have Used Pocket Calculator	SE9A2-A4	85.05	1.72	4.00	2.19	1973	0.78
Have Used Computer Terminal	SE9B2-B4	44.70	2.26	3.90	1.90	1889	1.14
Have Used Mainframe Computer	SE9E2-E4	25.32	2.21	4.67	2.16	1889	1.02
Have Used Video Tape Recorder	SE9F2-F4	47.17	2.31	3.97	1.99	1855	1.16
Have Used Audio Cassette Deck	SE9H2-H4	77.72	2.27	5.69	2.39	1913	0.95
Have Used Word Processor	SE9I2-I4	8.22	1.05	2.05	1.69	1948	0.62
Currently Registered To Vote	SE70	56.09	2.03	3.32	1.82	1984	1.11
Have Voted in Election within Last Two Years	SE71	38.60	2.29	4.37	2.09	1977	1.09
Being Successful in Job Very Important	SE72A	84.72	1.91	5.56	2.36	1973	0.81
Marrying the Right Person Very Important	SE72B	91.59	1.15	3.38	1.84	1968	0.63
Having Lots of Money Very Important	SE72C	32.36	2.36	5.01	2.24	1967	1.05
Being a Community Leader Very Important	SE72F	16.63	1.70	4.00	2.02	1957	0.84
Better Opportunities for Children Very Important	SE72G	84.24	1.58	3.60	1.92	1958	0.82
Correcting Inequalities Very Important	SE72J	21.82	1.97	4.46	2.11	1962	0.93
Having Children Very Important	SE72K	52.31	2.62	5.40	2.32	1963	1.13
Having Leisure Time Very Important	SE72L	67.55	2.33	4.87	2.21	1966	1.06
Mean				3.72	1.89		
Minimum				0.50	0.71		
Maximum				5.69	2.39		
Standard Deviation				1.27	0.38		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Blacks
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	56.97	1.25	1.81	1.35	2841	0.93
Taking Academic Courses, Feb '84	SE3C	25.65	1.48	3.26	1.81	2841	0.82
Looking for Work, Feb '84	SE3I	11.45	0.65	1.18	1.09	2841	0.60
Currently Married	SE57	14.84	0.75	1.32	1.15	2837	0.65
Have One or More Children	SE66A	38.96	1.33	2.10	1.45	2541	0.92
Expect To Have 3 or More Children	SE65	31.54	1.17	1.72	1.31	2712	0.89
Have Served on Military Active Duty	SE44	9.63	0.56	1.02	1.01	2834	0.55
If in PSE '82-'84: Earned No Degree	SE18J-28J	66.26	1.43	1.64	1.28	1788	1.12
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	0.79	0.28	0.91	0.96	1788	0.21
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	4.78	0.78	2.39	1.55	1788	0.50
Enrolled in Postsecondary Education, Oct '82	PSESOC82	36.88	1.17	1.66	1.29	2819	0.91
Enrolled in Postsecondary Education, Oct '83	PSESOC83	33.33	1.27	2.04	1.43	2812	0.89
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	31.56	2.44	2.65	1.63	963	1.50
Employed, Oct '83	JOBSOC83	63.60	1.86	1.36	1.17	2798	0.91
Have Used Pocket Calculator	SE9A2-A4	85.95	0.97	2.12	1.46	2722	0.67
Have Used Computer Terminal	SE9B2-B4	48.30	1.76	3.19	1.79	2574	0.98
Have Used Mainframe Computer	SE9E2-E4	24.27	1.53	3.13	1.77	2461	0.86
Have Used Video Tape Recorder	SE9F2-F4	49.41	1.38	1.93	1.39	2539	0.99
Have Used Audio Cassette Deck	SE9H2-H4	81.50	1.33	3.05	1.75	2600	0.76
Have Used Word Processor	SE9I2-I4	18.32	1.01	2.99	1.73	2717	0.58
Currently Registered To Vote	SE70	71.75	1.21	1.98	1.41	2741	0.86
Have Voted in Election within Last Two Years	SE71	49.98	1.41	2.17	1.47	2728	0.96
Being Successful in Job Very Important	SE72A	88.01	1.04	2.00	1.67	2732	0.62
Marrying the Right Person Very Important	SE72B	87.75	1.06	2.05	1.69	2730	0.63
Having Lots of Money Very Important	SE72C	36.05	1.68	3.30	1.82	2721	0.92
Being a Community Leader Very Important	SE72F	18.29	1.28	2.96	1.72	2700	0.74
Better Opportunities for Children Very Important	SE72G	87.44	1.12	3.09	1.76	2703	0.64
Correcting Inequalities Very Important	SE72J	27.95	1.52	3.10	1.76	2700	0.86
Having Children Very Important	SE72K	48.36	1.36	2.00	1.44	2700	0.94
Having Leisure Time Very Important	SE72L	70.31	1.26	2.07	1.44	2725	0.88
Mean				2.26	1.48		
Minimum				0.91	0.96		
Maximum				3.30	1.82		
Standard Deviation				0.72	0.25		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Whites & others
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	66.34	0.68	1.24	1.12	6011	0.61
Taking Academic Courses, Feb '84	SE3C	34.33	1.02	2.77	1.67	6011	0.61
Looking for Work, Feb '84	SE3I	5.62	0.41	1.91	1.38	6011	0.30
Currently Married	SE57	25.47	0.92	2.68	1.64	6004	0.56
Have One or More Children	SE66A	14.26	0.81	2.90	1.70	5395	0.48
Expect To Have 3 or More Children	SE65	34.32	0.90	2.00	1.44	5792	0.62
Have Served on Military Active Duty	SE44	6.58	0.39	1.49	1.22	6005	0.32
If in PSE '82-'84: Earned No Degree	SE18J-26J	59.01	1.05	1.74	1.32	3817	0.80
If in PSE '82-'84: Earned Vocational Degree	SE18J-26J	1.79	0.30	1.95	1.40	3817	0.21
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-26J	12.40	0.80	2.72	1.65	3817	0.53
Enrolled in Postsecondary Education, Oct '82	PSESOC82	44.36	1.09	2.80	1.70	5970	0.64
Enrolled in Postsecondary Education, Oct '83	PSESOC83	40.73	1.10	2.99	1.73	5965	0.64
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	26.42	1.09	1.53	1.24	2499	0.80
Employed, Oct '83	JOBSOC83	75.57	0.75	1.80	1.34	5922	0.56
Have Used Pocket Calculator	SE9A2-A4	93.14	0.36	1.19	1.09	5858	0.33
Have Used Computer Terminal	SE9B2-B4	57.59	1.06	2.59	1.61	5633	0.66
Have Used Mainframe Computer	SE9E2-E4	36.01	0.76	1.47	1.21	5349	0.63
Have Used Video Tape Recorder	SE9F2-F4	56.03	1.04	2.42	1.56	5519	0.67
Have Used Audio Cassette Deck	SE9H2-H4	90.91	0.51	1.80	1.34	5713	0.38
Have Used Word Processor	SE9I2-I4	13.18	0.58	1.70	1.30	5700	0.44
Currently Registered To Vote	SE70	66.24	1.02	2.73	1.65	5875	0.62
Have Voted in Election within Last Two Years	SE71	46.92	1.04	2.54	1.59	5844	0.65
Being Successful in Job Very Important	SE72A	80.96	0.66	1.66	1.29	5859	0.51
Marrying the Right Person Very Important	SE72B	80.10	0.56	1.76	1.33	5843	0.42
Having Lots of Money Very Important	SE72C	24.13	0.86	2.36	1.54	5849	0.56
Being a Community Leader Very Important	SE72F	8.64	0.44	1.43	1.20	5846	0.37
Better Opportunities for Children Very Important	SE72G	62.96	0.89	1.97	1.40	5809	0.63
Correcting Inequalities Very Important	SE72J	11.30	0.53	1.64	1.28	5845	0.41
Having Children Very Important	SE72K	50.82	1.11	2.89	1.70	5859	0.65
Having Leisure Time Very Important	SE72L	74.09	0.80	2.00	1.41	5870	0.57
Mean				2.09	1.43		
Minimum				1.19	1.09		
Maximum				2.99	1.73		
Standard Deviation				0.55	0.19		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Bottom Quartile Socio-Economic Scale
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	66.73	1.11	2.14	1.46	3852	0.76
Taking Academic Courses, Feb '84	SE3C	15.78	0.72	1.50	1.23	3852	0.59
Looking for Work, Feb '84	SE3I	11.39	0.90	3.09	1.76	3852	0.51
Currently Married	SE57	31.84	1.37	3.33	1.82	3845	0.75
Have One or More Children	SE66A	28.33	1.30	2.88	1.70	3457	0.77
Expect To Have 3 or More Children	SE65	30.20	0.97	1.65	1.28	3698	0.76
Have Served on Military Active Duty	SE44	8.35	0.65	2.12	1.46	3837	0.45
If in PSE '82-'84: Earned No Degree	SE18J-28J	74.60	1.17	1.95	1.40	2694	0.84
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	1.45	0.35	2.31	1.52	2694	0.23
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	2.50	0.35	1.31	1.15	2694	0.31
Enrolled in Postsecondary Education, Oct '82	PSESOC82	24.77	0.99	2.01	1.42	3828	0.70
Enrolled in Postsecondary Education, Oct '83	PSESOC83	21.24	0.87	1.73	1.31	3817	0.66
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	29.79	1.76	2.39	1.55	1617	1.14
Employed, Oct '83	JOBSOC83	72.23	1.02	1.97	1.40	3791	0.73
Have Used Pocket Calculator	SE9A2-A4	87.62	0.91	2.83	1.68	3787	0.54
Have Used Computer Terminal	SE9B2-B4	40.03	1.16	1.98	1.41	3537	0.82
Have Used Mainframe Computer	SE9E2-E4	20.30	1.02	2.18	1.48	3390	0.69
Have Used Video Tape Recorder	SE9F2-F4	41.76	1.33	2.52	1.59	3461	0.84
Have Used Audio Cassette Deck	SE9H2-H4	83.30	1.02	2.66	1.63	3552	0.63
Have Used Word Processor	SE9I2-I4	7.36	0.62	2.07	1.44	3677	0.43
Currently Registered To Vote	SE70	60.72	1.31	2.60	1.64	3731	0.80
Have Voted in Election within Last Two Years	SE71	41.61	1.23	2.32	1.52	3719	0.81
Being Successful in Job Very Important	SE72A	78.05	1.20	3.21	1.79	3721	0.67
Marrying the Right Person Very Important	SE72B	80.44	0.84	2.56	1.60	3712	0.52
Having Lots of Money Very Important	SE72C	25.51	1.20	2.82	1.68	3715	0.72
Being a Community Leader Very Important	SE72F	8.30	0.54	1.40	1.18	3692	0.46
Better Opportunities for Children Very Important	SE72G	77.14	1.09	2.49	1.58	3689	0.69
Correcting Inequalities Very Important	SE72J	15.90	0.91	2.20	1.51	3694	0.60
Having Children Very Important	SE72K	48.43	1.17	2.03	1.43	3707	0.82
Having Leisure Time Very Important	SE72L	69.06	1.11	2.15	1.46	3721	0.76
Mean				2.20	1.50		
Minimum				1.31	1.15		
Maximum				3.33	1.82		
Standard Deviation				0.50	0.17		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Two Middle Quartiles Socio-Economic Status Scale
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	69.88	0.89	1.66	1.29	4412	0.69
Taking Academic Courses, Feb '84	SE3C	38.17	0.85	1.51	1.23	4412	0.69
Looking for Work, Feb '84	SE3I	4.78	0.45	1.99	1.41	4412	0.32
Currently Married	SE57	25.47	0.87	1.76	1.33	4413	0.66
Have One or More Children	SE66A	16.42	0.97	2.73	1.65	3975	0.59
Expect To Have 3 or More Children	SE65	35.18	1.18	2.26	1.50	4253	0.73
Have Served on Military Active Duty	SE44	7.39	0.51	1.68	1.29	4418	0.39
If in PSE '82-'84: Earned No Degree	SE18J-28J	62.88	1.23	1.76	1.33	2747	0.93
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	2.29	0.48	1.96	1.40	2747	0.29
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	8.29	0.59	1.26	1.12	2747	0.53
Enrolled in Postsecondary Education, Oct '82	PSESOC82	41.13	0.98	1.47	1.21	4386	0.74
Enrolled in Postsecondary Education, Oct '83	PSESOC83	36.78	0.83	1.30	1.14	4379	0.73
If Employed: In Clerical Occupation, Oct '83	SE47A-58A	28.23	1.26	1.48	1.22	1894	1.83
Employed, Oct '83	JOBSOC83	78.81	0.74	1.39	1.18	4359	0.63
Have Used Pocket Calculator	SE9A2-A4	92.57	0.46	1.32	1.15	4284	0.48
Have Used Computer Terminal	SE9B2-B4	55.26	1.34	2.98	1.73	4186	0.78
Have Used Mainframe Computer	SE9E2-E4	29.79	0.98	1.88	1.34	3923	0.73
Have Used Video Tape Recorder	SE9F2-F4	54.62	0.95	1.47	1.21	4848	0.78
Have Used Audio Cassette Deck	SE9H2-H4	90.33	0.61	1.78	1.33	4178	0.46
Have Used Word Processor	SE9I2-I4	12.86	0.75	2.25	1.50	4237	0.50
Currently Registered To Vote	SE70	66.99	1.06	2.19	1.48	4382	0.72
Have Voted in Election within Last Two Years	SE71	47.76	1.16	2.30	1.52	4273	0.76
Being Successful in Job Very Important	SE72A	82.30	0.71	1.48	1.22	4285	0.58
Marrying the Right Person Very Important	SE72B	88.43	0.56	1.31	1.14	4274	0.49
Having Lots of Money Very Important	SE72C	23.77	0.75	1.33	1.15	4272	0.65
Being a Community Leader Very Important	SE72F	9.47	0.64	2.04	1.43	4264	0.45
Better Opportunities for Children Very Important	SE72G	66.61	0.93	1.65	1.29	4254	0.72
Correcting Inequalities Very Important	SE72J	11.87	0.78	2.00	1.41	4268	0.50
Having Children Very Important	SE72K	58.84	1.04	1.85	1.36	4273	0.76
Having Leisure Time Very Important	SE72L	74.36	1.01	2.29	1.51	4284	0.67
Mean				1.81	1.34		
Minimum				1.26	1.12		
Maximum				2.98	1.73		
Standard Deviation				0.43	0.15		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Highest Quartile Socio-Economic Status Scale
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	54.84	1.26	1.23	1.11	1932	1.13
Taking Academic Courses, Feb '84	SE3C	68.59	1.79	2.59	1.61	1932	1.11
Looking for Work, Feb '84	SE3I	3.54	0.56	1.77	1.33	1932	0.42
Currently Married	SE57	14.48	1.13	1.99	1.41	1927	0.80
Have One or More Children	SE66A	6.68	0.88	2.17	1.47	1743	0.60
Expect To Have 3 or More Children	SE65	39.12	1.51	1.77	1.33	1854	1.13
Have Served on Military Active Duty	SE44	4.03	0.51	1.30	1.14	1930	0.45
If in PSE '82-'84: Earned No Degree	SE18J-28J	29.65	2.17	2.22	1.49	902	1.46
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	1.58	0.68	2.92	1.71	902	0.40
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	32.06	2.33	2.45	1.56	902	1.49
Enrolled in Postsecondary Education, Oct '82	PSESOC82	71.29	1.73	2.81	1.68	1920	1.03
Enrolled in Postsecondary Education, Oct '83	PSESOC83	68.69	1.80	2.88	1.70	1913	1.06
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	22.81	2.31	1.62	1.27	534	1.82
Employed, Oct '83	JOBSOC83	66.83	1.41	1.71	1.31	1902	1.08
Have Used Pocket Calculator	SE9A2-A4	96.12	0.54	1.48	1.22	1890	0.44
Have Used Computer Terminal	SE9B2-B4	75.95	1.51	2.28	1.51	1825	1.00
Have Used Mainframe Computer	SE9E2-E4	48.91	1.54	1.67	1.29	1784	1.19
Have Used Video Tape Recorder	SE9F2-F4	66.62	1.35	1.46	1.21	1777	1.12
Have Used Audio Cassette Deck	SE9H2-H4	94.30	0.69	1.64	1.28	1851	0.54
Have Used Word Processor	SE9I2-I4	28.12	1.25	1.82	1.35	1873	0.93
Currently Registered To Vote	SE70	75.81	1.55	2.47	1.57	1889	0.99
Have Voted in Election within Last Two Years	SE71	55.83	1.64	2.85	1.43	1882	1.14
Being Successful in Job Very Important	SE72A	86.48	1.06	1.80	1.34	1886	0.79
Marrying the Right Person Very Important	SE72B	86.60	1.00	1.62	1.27	1885	0.78
Having Lots of Money Very Important	SE72C	25.69	1.31	1.69	1.30	1879	1.01
Being a Community Leader Very Important	SE72F	12.85	0.91	1.39	1.18	1881	0.77
Better Opportunities for Children Very Important	SE72G	53.72	1.55	1.81	1.34	1868	1.15
Correcting Inequalities Very Important	SE72J	15.10	1.13	1.86	1.37	1879	0.83
Having Children Very Important	SE72K	51.87	1.57	1.86	1.36	1882	1.15
Having Leisure Time Very Important	SE72L	76.26	1.10	1.45	1.20	1884	0.90
Mean				1.93	1.38		
Minimum				1.23	1.11		
Maximum				2.92	1.71		
Standard Deviation				0.46	0.16		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - No Attendance at Postsecondary Institutions
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	71.61	1.04	1.06	1.36	3493	0.76
Taking Academic Courses, Feb '84	SE3C	0.98	0.23	1.90	1.38	3493	0.17
Looking for Work, Feb '84	SE3I	10.02	0.74	2.12	1.46	3493	0.51
Currently Married	SE57	37.05	1.10	1.79	1.34	3488	0.82
Have One or More Children	SE66A	29.92	1.30	2.52	1.59	3124	0.82
Expect To Have 3 or More Children	SE65	28.23	1.13	2.10	1.45	3325	0.78
Have Served on Military Active Duty	SE44	12.13	0.70	1.60	1.27	3481	0.55
If in PSE '82-'84: Earned No Degree	SE18J-25J	86.06	0.81	1.02	1.35	3321	0.60
If in PSE '82-'84: Earned Vocational Degree	SE18J-25J	0.13	0.09	2.07	1.44	3321	0.06
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-25J	0.00	0.00	n/a	n/a	3321	0.00
Enrolled in Postsecondary Education, Oct '82	PSESOC82	0.00	0.00	n/a	n/a	3499	0.00
Enrolled in Postsecondary Education, Oct '83	PSESOC83	0.00	0.00	n/a	n/a	3499	0.00
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	21.76	1.26	1.67	1.29	1791	0.97
Employed, Oct '83	JOBSOC83	70.44	0.95	1.04	1.36	3451	0.70
Have Used Pocket Calculator	SE9A2-A4	84.05	0.81	1.63	1.28	3334	0.63
Have Used Computer Terminal	SE9B2-B4	29.16	1.24	2.33	1.53	3126	0.81
Have Used Mainframe Computer	SE9E2-E4	14.65	0.97	2.29	1.51	3041	0.64
Have Used Video Tape Recorder	SE9F2-F4	45.16	1.43	2.56	1.60	3101	0.89
Have Used Audio Cassette Deck	SE9H2-H4	81.37	1.04	2.20	1.51	3200	0.69
Have Used Word Processor	SE9I2-I4	4.00	0.57	2.33	1.53	3329	0.37
Currently Registered To Vote	SE70	53.00	1.37	2.55	1.60	3370	0.86
Have Voted in Election within Last Two Years	SE71	33.00	1.20	2.16	1.47	3353	0.82
Being Successful in Job Very Important	SE72A	75.03	0.90	1.76	1.32	3350	0.74
Marrying the Right Person Very Important	SE72B	89.35	0.00	2.25	1.50	3346	0.53
Having Lots of Money Very Important	SE72C	27.00	1.20	2.40	1.55	3345	0.77
Being a Community Leader Very Important	SE72F	7.69	0.56	1.47	1.21	3325	0.46
Better Opportunities for Children Very Important	SE72G	74.07	1.13	2.25	1.50	3316	0.75
Correcting Inequalities Very Important	SE72J	12.79	0.70	1.46	1.21	3325	0.58
Having Children Very Important	SE72K	50.04	1.37	2.51	1.58	3341	0.87
Having Leisure Time Very Important	SE72L	69.12	1.35	2.06	1.69	3354	0.00
Mean				2.09	1.44		
Minimum				1.46	1.21		
Maximum				2.06	1.69		
Standard Deviation				0.36	0.13		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Continuous Attendance at Postsecondary Institutions
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	46.80	1.26	1.95	1.40	3065	0.90
Taking Academic Courses, Feb '84	SE3C	86.03	1.01	2.60	1.61	3065	0.63
Looking for Work, Feb '84	SE3I	1.49	0.28	1.64	1.28	3065	0.22
Currently Married	SE57	7.75	0.80	3.32	1.82	3066	0.40
Have One or More Children	SE66A	2.22	0.37	1.74	1.32	2761	0.28
Expect To Have 3 or More Children	SE65	42.81	1.56	2.94	1.72	2962	0.91
Have Served on Military Active Duty	SE44	1.49	0.30	1.80	1.37	3064	0.22
If in PSE '82-'84: Earned No Degree	SE18J-28J	0.00	0.00	n/a	n/a	1130	0.00
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	1.90	0.57	1.97	1.40	1130	0.41
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	56.81	2.13	2.09	1.45	1130	1.47
Enrolled in Postsecondary Education, Oct '82	PSESOC82	100.00	0.00	n/a	n/a	3069	0.00
Enrolled in Postsecondary Education, Oct '83	PSESOC83	100.00	0.00	n/a	n/a	3069	0.00
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	25.60	2.59	1.84	1.36	523	1.91
Employed, Oct '83	JOBSOC83	62.50	1.45	2.70	1.64	3010	0.80
Have Used Pocket Calculator	SE9A2-A4	90.17	0.37	2.30	1.52	3013	0.24
Have Used Computer Terminal	SE9B2-B4	82.51	1.10	2.47	1.57	2949	0.70
Have Used Mainframe Computer	SE9E2-E4	44.75	1.34	2.00	1.41	2751	0.95
Have Used Video Tape Recorder	SE9F2-F4	65.15	1.25	1.97	1.40	2865	0.89
Have Used Audio Cassette Deck	SE9H2-H4	96.42	0.52	2.31	1.52	2954	0.34
Have Used Word Processor	SE9I2-I4	21.22	1.02	1.85	1.36	2966	0.75
Currently Registered To Vote	SE70	79.93	1.10	2.61	1.62	3000	0.73
Have Voted in Election within Last Two Years	SE71	58.99	1.40	2.43	1.56	2994	0.90
Being Successful in Job Very Important	SE72A	90.40	0.81	2.29	1.51	3002	0.54
Marrying the Right Person Very Important	SE72B	87.72	0.89	2.20	1.40	2996	0.60
Having Lots of Money Very Important	SE72C	23.87	1.36	3.05	1.75	2996	0.78
Being a Community Leader Very Important	SE72F	13.69	1.01	2.59	1.61	2995	0.63
Better Opportunities for Children Very Important	SE72G	54.61	1.22	1.79	1.34	2973	0.91
Correcting Inequalities Very Important	SE72J	16.44	0.97	2.05	1.43	2996	0.60
Having Children Very Important	SE72K	50.40	2.04	4.99	2.23	2995	0.91
Having Leisure Time Very Important	SE72L	79.20	0.96	1.60	1.30	3001	0.74
Mean				2.34	1.52		
Minimum				1.64	1.20		
Maximum				4.99	2.23		
Standard Deviation				0.67	0.20		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Senior Cohort - Non-continuous Attendance at Postsecondary Institutions
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SE3A	73.23	0.86	1.56	1.25	4141	0.69
Taking Academic Courses, Feb '84	SE3C	24.76	0.98	2.13	1.46	4141	0.67
Looking for Work, Feb '84	SE3I	6.28	0.56	2.21	1.49	4141	0.38
Currently Married	SE57	22.98	1.04	2.53	1.59	4132	0.65
Have One or More Children	SE66A	14.58	0.93	2.59	1.61	3724	0.58
Expect To Have 3 or More Children	SE65	33.56	1.37	3.36	1.83	3987	0.75
Have Served on Military Active Duty	SE44	5.68	0.48	1.23	1.11	4132	0.36
If in PSE '82-'84: Earned No Degree	SE18J-28J	49.12	1.38	1.58	1.26	2338	1.04
If in PSE '82-'84: Earned Vocational Degree	SE18J-28J	3.96	0.59	2.13	1.46	2338	0.40
If in PSE '82-'84: Earned 4 Year College Degree	SE18J-28J	5.68	1.04	4.78	2.17	2338	0.48
Enrolled in Postsecondary Education, Oct '82	PSESOC82	43.64	1.19	2.35	1.53	4086	0.78
Enrolled in Postsecondary Education, Oct '83	PSESOC83	33.59	1.23	2.75	1.66	4061	0.74
If Employed: In Clerical Occupation, Oct '83	SE47A-50A	33.57	1.67	2.40	1.55	1921	1.08
Employed, Oct '83	JOBSOC83	78.34	1.00	2.41	1.55	4085	0.64
Have Used Pocket Calculator	SE9A2-A4	94.85	0.41	1.38	1.17	4089	0.35
Have Used Computer Terminal	SE9B2-B4	60.97	1.30	2.74	1.65	3853	0.79
Have Used Mainframe Computer	SE9E2-E4	31.13	1.16	2.30	1.52	3666	0.76
Have Used Video Tape Recorder	SE9F2-F4	56.18	1.46	3.27	1.81	3774	0.81
Have Used Audio Cassette Deck	SE9H2-H4	91.87	0.57	1.56	1.25	3894	0.46
Have Used Word Processor	SE9I2-I4	13.66	0.67	1.51	1.23	3959	0.55
Currently Registered To Vote	SE70	68.73	1.16	2.52	1.59	4021	0.73
Have Voted in Election within Last Two Years	SE71	50.13	1.37	3.01	1.73	4003	0.79
Being Successful in Job Very Important	SE72A	81.50	0.86	1.97	1.40	4014	0.61
Marrying the Right Person Very Important	SE72B	87.75	0.74	2.04	1.43	4002	0.52
Having Lots of Money Very Important	SE72C	25.33	1.19	2.99	1.73	4000	0.69
Being a Community Leader Very Important	SE72F	9.78	0.67	2.03	1.42	3989	0.47
Better Opportunities for Children Very Important	SE72G	68.00	1.32	3.20	1.79	3985	0.74
Correcting Inequalities Very Important	SE72J	12.60	0.63	1.43	1.20	3992	0.53
Having Children Very Important	SE72K	48.33	1.31	2.75	1.66	4000	0.79
Having Leisure Time Very Important	SE72L	74.27	1.06	2.36	1.54	4011	0.69
Mean				2.37	1.52		
Minimum				1.23	1.11		
Maximum				4.78	2.17		
Standard Deviation				0.72	0.23		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Total Population
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	58.51	0.67	2.53	1.59	13,666	0.42
Taking Academic Courses, Feb '84	SY3C	33.61	0.81	4.00	2.00	13,666	0.40
Looking for Work, Feb '84	SY3I	9.96	0.35	1.86	1.36	13,666	0.26
Currently Married	SY57	12.31	0.47	2.77	1.66	13,645	0.28
Have One or More Children	SY66A	11.80	0.43	2.18	1.48	12,326	0.29
Expect To Have 3 or More Children	SY65	33.92	0.55	1.78	1.33	13,065	0.41
Have Served on Military Active Duty	SY44	6.21	0.35	2.00	1.67	13,650	0.21
If in PSE '82-'84: Earned No Degree	SY18J-28J	78.40	0.64	1.35	1.16	6,800	0.55
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	1.11	0.14	1.23	1.11	6,800	0.13
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	1.47	0.21	2.14	1.46	6,800	0.14
Enrolled in Postsecondary Education, Oct '82	PSESOC82	44.60	0.70	2.67	1.63	13,573	0.43
Enrolled in Postsecondary Education, Oct '83	PSESOC83	42.70	0.79	3.43	1.85	13,558	0.42
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	24.65	1.33	2.02	1.42	2,124	0.94
Employed, Oct '83	JOBSOC83	66.57	0.63	2.37	1.54	13,396	0.41
Have Used Pocket Calculator	SY9A2-A4	90.71	0.39	2.42	1.56	13,282	0.25
Have Used Computer Terminal	SY9B2-B4	47.49	0.74	2.77	1.66	12,754	0.44
Have Used Mainframe Computer	SY9E2-E4	23.33	0.60	2.51	1.59	12,402	0.38
Have Used Video Tape Recorder	SY9F2-F4	53.02	0.59	1.76	1.33	12,673	0.44
Have Used Audio Cassette Deck	SY9H2-H4	80.26	0.40	1.97	1.40	13,019	0.28
Have Used Word Processor	SY9I2-I4	9.09	0.40	2.56	1.60	13,107	0.25
Currently Registered To Vote	SY70	53.72	0.70	2.61	1.62	13,357	0.43
Have Voted in Election within Last Two Years	SY71	33.30	0.72	3.00	1.76	13,293	0.41
Being Successful in Job Very Important	SY72A	85.27	0.45	2.11	1.45	13,294	0.31
Marrying the Right Person Very Important	SY72B	87.63	0.41	2.03	1.43	13,288	0.29
Having Lots of Money Very Important	SY72C	29.40	0.64	2.61	1.61	13,286	0.40
Being a Community Leader Very Important	SY72F	10.04	0.40	2.34	1.53	13,233	0.26
Better Opportunities for Children Very Important	SY72G	72.66	0.56	2.05	1.43	13,212	0.39
Correcting Inequalities Very Important	SY72J	14.00	0.50	2.70	1.67	13,229	0.30
Having Children Very Important	SY72K	49.19	0.65	2.25	1.50	13,259	0.43
Having Leisure Time Very Important	SY72L	72.14	0.67	2.95	1.72	13,307	0.39
Mean				2.40	1.54		
Minimum				1.23	1.11		
Maximum				4.00	2.00		
Standard Deviation				0.56	0.18		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Hispanics
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	61.23	2.04	3.86	1.97	2,284	1.04
Taking Academic Courses, Feb '84	SY3C	21.12	1.48	2.58	1.61	2,284	0.87
Looking for Work, Feb '84	SY3I	11.76	1.10	2.56	1.60	2,284	0.69
Currently Married	SY57	12.57	1.25	3.12	1.77	2,281	0.71
Have One or More Children	SY66A	17.63	1.70	3.95	1.99	1,909	0.85
Expect To Have 3 or More Children	SY65	34.42	1.86	3.23	1.80	2,101	1.04
Have Served on Military Active Duty	SY44	6.15	1.01	3.91	1.98	2,199	0.51
If in PSE '82-'84: Earned No Degree	SY18J-28J	74.01	2.00	2.55	1.60	1,226	1.25
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	1.10	0.37	1.57	1.25	1,226	0.30
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	0.43	0.16	0.75	0.87	1,226	0.19
Enrolled in Postsecondary Education, Oct '82	PSESOC82	32.53	1.71	2.93	1.71	2,196	1.00
Enrolled in Postsecondary Education, Oct '83	PSESOC83	29.91	1.04	3.53	1.00	2,189	0.90
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	23.44	4.40	3.74	1.93	335	2.31
Employed, Oct '83	JOBSOC83	64.42	1.97	3.67	1.92	2,161	1.03
Have Used Pocket Calculator	SY9A2-A4	82.95	1.76	4.67	2.16	2,121	0.82
Have Used Computer Terminal	SY9B2-B4	33.74	1.09	3.27	1.01	2,040	1.04
Have Used Mainframe Computer	SY9E2-E4	17.40	1.25	2.21	1.49	2,022	0.04
Have Used Video Tape Recorder	SY9F2-F4	51.60	2.36	4.55	2.13	2,041	1.11
Have Used Audio Cassette Deck	SY9H2-H4	70.77	1.90	4.49	2.12	2,075	0.90
Have Used Word Processor	SY9I2-I4	6.52	0.71	1.71	1.31	2,099	0.54
Currently Registered To Vote	SY70	50.05	2.11	0.09	0.30	51	7.03
Have Voted in Election within Last Two Years	SY71	27.63	1.76	3.20	1.01	2,124	0.97
Being Successful in Job Very Important	SY72A	06.64	1.35	3.37	1.04	2,130	0.74
Marrying the Right Person Very Important	SY72B	07.30	1.27	3.13	1.77	2,130	0.72
Having Lots of Money Very Important	SY72C	30.73	1.95	3.41	1.05	2,126	1.06
Being a Community Leader Very Important	SY72F	15.91	1.00	5.10	2.26	2,116	0.00
Better Opportunities for Children Very Important	SY72G	04.02	1.43	3.23	1.00	2,123	0.00
Correcting Inequalities Very Important	SY72J	22.20	1.94	4.61	2.15	2,119	0.90
Having Children Very Important	SY72K	49.62	1.72	2.52	1.59	2,127	1.00
Having Leisure Time Very Important	SY72L	66.43	1.74	2.90	1.70	2,135	1.02
Mean				3.15	1.73		
Minimum				0.09	0.30		
Maximum				5.10	2.26		
Standard Deviation				1.11	0.39		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Blacks
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	46.86	1.72	2.42	1.55	2,841	1.10
Taking Academic Courses, Feb '84	SY3C	24.52	1.52	2.54	1.60	2,841	0.95
Looking for Work, Feb '84	SY3I	21.52	1.42	2.45	1.57	2,841	0.91
Currently Married	SY57	6.81	1.04	3.49	1.87	2,834	0.56
Have One or More Children	SY66A	22.37	1.60	2.63	1.62	1,794	0.98
Expect To Have 3 or More Children	SY65	29.46	1.46	1.98	1.41	1,937	1.04
Have Served on Military Active Duty	SY44	7.87	0.84	1.97	1.41	2,838	0.60
If in PSE '82-'84: Earned No Degree	SY18J-28J	71.11	2.00	2.20	1.48	1,842	1.40
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	0.90	0.39	1.81	1.34	1,842	0.29
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	1.15	0.45	1.82	1.35	1,842	0.33
Enrolled in Postsecondary Education, Oct '82	PSESOC82	32.57	1.41	1.82	1.35	2,817	1.04
Enrolled in Postsecondary Education, Oct '83	PSESOC83	34.05	1.51	2.04	1.43	2,818	1.06
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	31.13	4.03	1.58	1.26	288	3.21
Employed, Oct '83	JOBSOC83	52.47	1.92	2.96	1.72	2,804	1.12
Have Used Pocket Calculator	SY9A2-A4	84.03	1.34	2.62	1.62	1,971	0.83
Have Used Computer Terminal	SY9B2-B4	37.17	1.51	1.84	1.36	1,898	1.11
Have Used Mainframe Computer	SY9E2-E4	28.31	1.06	1.27	1.13	1,837	0.94
Have Used Video Tape Recorder	SY9F2-F4	58.36	2.09	3.29	1.81	1,883	1.15
Have Used Audio Cassette Deck	SY9H2-H4	88.58	1.51	2.88	1.67	1,927	0.98
Have Used Word Processor	SY9I2-I4	6.68	0.71	1.60	1.27	1,961	0.56
Currently Registered To Vote	SY70	65.80	1.53	2.04	1.43	1,983	1.07
Have Voted in Election within Last Two Years	SY71	38.57	1.87	2.90	1.70	1,965	1.10
Being Successful in Job Very Important	SY72A	89.62	0.90	1.72	1.31	1,964	0.69
Marrying the Right Person Very Important	SY72B	84.71	1.10	1.82	1.35	1,959	0.81
Having Lots of Money Very Important	SY72C	38.94	1.54	1.96	1.40	1,958	1.10
Being a Community Leader Very Important	SY72F	15.43	1.15	1.96	1.40	1,951	0.82
Better Opportunities for Children Very Important	SY72G	92.13	0.78	1.62	1.27	1,949	0.61
Correcting Inequalities Very Important	SY72J	27.63	2.02	3.97	1.99	1,946	1.01
Having Children Very Important	SY72K	37.88	1.31	1.42	1.19	1,948	1.10
Having Leisure Time Very Important	SY72L	66.69	1.48	1.94	1.39	1,968	1.06
Mean				2.22	1.47		
Minimum				1.27	1.13		
Maximum				3.97	1.99		
Standard Deviation				0.63	0.28		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Whites and others
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	60.34	0.79	2.44	1.56	9,421	0.50
Taking Academic Courses, Feb '84	SY3C	36.38	0.91	3.35	1.83	9,421	0.50
Looking for Work, Feb '84	SY3I	7.03	0.30	1.17	1.08	9,421	0.28
Currently Married	SY57	13.21	0.53	2.32	1.52	9,410	0.35
Have One or More Children	SY66A	9.52	0.46	2.13	1.46	8,543	0.32
Expect To Have 3 or More Children	SY65	34.61	0.67	1.79	1.34	9,027	0.50
Have Served on Military Active Duty	SY44	5.94	0.39	2.55	1.60	9,413	0.24
If in PSE '82-'84: Earned No Degree	SY18J-28J	69.81	0.75	1.22	1.10	4,620	0.60
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	1.15	0.16	1.02	1.01	4,620	0.16
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	1.66	0.27	2.11	1.45	4,620	0.19
Enrolled in Postsecondary Education, Oct '82	PSESOC82	47.91	0.81	2.45	1.56	9,360	0.52
Enrolled in Postsecondary Education, Oct '83	PSESOC83	45.51	0.91	3.15	1.78	9,359	0.51
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	24.05	1.53	2.04	1.43	1,501	1.07
Employed, Oct '83	JOBSOC83	69.15	0.65	1.05	1.36	9,231	0.48
Have Used Pocket Calculator	SY9A2-A4	92.57	0.41	2.24	1.50	9,190	0.27
Have Used Computer Terminal	SY9B2-B4	50.55	0.80	2.24	1.50	8,800	0.53
Have Used Mainframe Computer	SY9E2-E4	24.42	0.71	2.32	1.52	8,543	0.46
Have Used Video Tape Recorder	SY9F2-F4	54.61	0.73	1.90	1.38	8,749	0.53
Have Used Audio Cassette Deck	SY9H2-H4	90.44	0.36	1.32	1.15	9,017	0.31
Have Used Word Processor	SY9I2-I4	9.75	0.47	2.25	1.50	9,047	0.31
Currently Registered To Vote	SY70	52.11	0.77	2.20	1.48	9,233	0.52
Have Voted in Election within Last Two Years	SY71	33.00	0.74	2.29	1.51	9,204	0.49
Being Successful in Job Very Important	SY72A	84.41	0.52	1.87	1.37	9,200	0.38
Marrying the Right Person Very Important	SY72B	80.14	0.48	1.99	1.41	9,199	0.34
Having Lots of Money Very Important	SY72C	26.91	0.64	1.93	1.39	9,202	0.46
Being a Community Leader Very Important	SY72F	8.50	0.38	1.71	1.31	9,166	0.29
Better Opportunities for Children Very Important	SY72G	60.31	0.59	1.45	1.20	9,140	0.49
Correcting Inequalities Very Important	SY72J	11.05	0.46	1.90	1.41	9,164	0.33
Having Children Very Important	SY72K	51.01	0.69	1.74	1.32	9,104	0.52
Having Leisure Time Very Important	SY72L	73.60	0.75	2.67	1.63	9,212	0.46
Mean				2.06	1.42		
Minimum				1.02	1.01		
Maximum				3.35	1.83		
Standard Deviation				0.52	0.18		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1988 Sophomore Cohort - Bottom Quartile - Socio-Economic Status Scale
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	57.78	0.99	1.46	1.21	3,656	0.82
Taking Academic Courses, Feb '84	SY3C	13.74	0.65	1.28	1.13	3,656	0.57
Looking for Work, Feb '84	SY3I	17.84	0.84	1.83	1.35	3,656	0.62
Currently Married	SY57	17.77	0.82	1.67	1.29	3,646	0.63
Have One or More Children	SY66A	18.53	0.88	1.69	1.30	3,271	0.68
Expect To Have 3 or More Children	SY65	29.78	1.08	1.97	1.40	3,494	0.77
Have Served on Military Active Duty	SY44	8.74	0.69	2.20	1.48	3,646	0.47
If in PSE '82-'84: Earned No Degree	SY18J-20J	78.27	1.00	1.44	1.20	2,451	0.83
If in PSE '82-'84: Earned Vocational Degree	SY18J-20J	0.00	0.22	1.30	1.14	2,451	0.19
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-20J	0.43	0.19	2.17	1.47	2,451	0.13
Enrolled in Postsecondary Education, Oct '82	PSESOC82	23.23	0.81	1.34	1.16	3,630	0.70
Enrolled in Postsecondary Education, Oct '83	PSESOC83	21.79	0.67	0.94	0.97	3,624	0.69
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	23.59	2.63	2.36	1.53	613	1.71
Employed, Oct '83	JOBSOC83	62.86	1.36	2.84	1.68	3,569	0.81
Have Used Pocket Calculator	SY9A2-A4	84.80	0.81	1.80	1.34	3,532	0.60
Have Used Computer Terminal	SY9B2-B4	31.45	0.83	1.09	1.04	3,367	0.80
Have Used Mainframe Computer	SY9E2-E4	14.80	0.97	2.49	1.58	3,300	0.62
Have Used Video Tape Recorder	SY9F2-F4	44.56	1.16	1.83	1.35	3,355	0.86
Have Used Audio Cassette Deck	SY9H2-H4	81.20	0.95	2.02	1.42	3,441	0.67
Have Used Word Processor	SY9I2-I4	5.43	0.48	1.58	1.26	3,514	0.38
Currently Registered To Vote	SY70	48.38	1.29	2.40	1.55	3,575	0.84
Have Voted in Election within Last Two Years	SY71	27.89	1.33	3.14	1.77	3,559	0.75
Being Successful in Job Very Important	SY72A	83.70	0.86	1.91	1.38	3,547	0.62
Marrying the Right Person Very Important	SY72B	88.48	0.76	2.02	1.42	3,550	0.54
Having Lots of Money Very Important	SY72C	28.31	1.01	1.79	1.34	3,546	0.76
Being a Community Leader Very Important	SY72F	10.44	0.78	2.28	1.51	3,533	0.51
Better Opportunities for Children Very Important	SY72G	83.44	0.85	1.86	1.37	3,542	0.62
Correcting Inequalities Very Important	SY72J	16.91	1.14	3.27	1.81	3,528	0.63
Having Children Very Important	SY72K	48.09	1.14	1.85	1.36	3,540	0.84
Having Leisure Time Very Important	SY72L	64.94	0.98	1.51	1.23	3,559	0.80
Mean				1.91	1.37		
Minimum				0.94	0.97		
Maximum				3.27	1.81		
Standard Deviation				0.54	0.19		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Middle Two Quartiles - Socio-Economic Status Scale
Weight-FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	63.53	1.01	2.75	1.66	6,314	0.61
Taking Academic Courses, Feb '84	SY3C	31.42	0.86	2.17	1.47	6,314	0.58
Looking for Work, Feb '84	SY3I	8.45	0.37	1.13	1.06	6,314	0.35
Currently Married	SY57	12.37	0.63	2.28	1.51	6,307	0.41
Have One or More Children	SY66A	16.53	0.55	1.86	1.36	5,701	0.41
Expect To Have 3 or More Children	SY65	33.99	0.83	1.84	1.36	6,046	0.61
Have Served on Military Active Duty	SY44	6.61	0.47	2.28	1.51	6,312	0.31
If in PSE '82-'84: Earned No Degree	SY18J-28J	68.98	0.97	1.40	1.18	3,175	0.82
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	1.40	0.24	1.29	1.14	3,175	0.21
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	1.62	0.34	2.34	1.53	3,175	0.22
Enrolled in Postsecondary Education, Oct '82	PSESOC82	44.84	0.85	1.85	1.36	6,269	0.63
Enrolled in Postsecondary Education, Oct '83	PSESOC83	42.52	0.91	2.14	1.46	6,261	0.62
If Employed: In Clerical Occupation, Oct '83	SY47A-58A	27.06	1.83	1.79	1.34	1,060	1.36
Employed, Oct '83	JOBSOC83	71.85	0.88	2.35	1.53	6,284	0.57
Have Used Pocket Calculator	SY9A2-A4	92.59	0.50	2.26	1.50	6,129	0.33
Have Used Computer Terminal	SY9B2-B4	48.04	0.81	1.56	1.25	5,884	0.65
Have Used Mainframe Computer	SY9E2-E4	24.57	0.80	1.98	1.41	5,727	0.57
Have Used Video Tape Recorder	SY9F2-F4	53.90	0.90	1.91	1.38	5,855	0.65
Have Used Audio Cassette Deck	SY9H2-H4	89.04	0.54	1.90	1.38	6,019	0.39
Have Used Word Processor	SY9I2-I4	8.09	0.54	2.14	1.46	6,029	0.37
Currently Registered To Vote	SY70	53.65	1.01	2.53	1.59	6,162	0.64
Have Voted in Election within Last Two Years	SY71	34.49	0.96	2.52	1.59	6,131	0.61
Being Successful in Job Very Important	SY72A	86.31	0.63	2.09	1.45	6,146	0.44
Marrying the Right Person Very Important	SY72B	88.96	0.48	1.46	1.21	6,137	0.40
Having Lots of Money Very Important	SY72C	28.58	0.83	2.05	1.43	6,140	0.58
Being a Community Leader Very Important	SY72F	9.09	0.55	2.28	1.48	6,108	0.37
Better Opportunities for Children Very Important	SY72G	72.29	0.70	1.48	1.22	6,096	0.57
Correcting Inequalities Very Important	SY72J	12.36	0.56	1.74	1.32	6,108	0.42
Having Children Very Important	SY72K	50.35	0.69	1.15	1.07	6,129	0.64
Having Leisure Time Very Important	SY72L	73.37	0.81	2.07	1.44	6,146	0.56
Mean				1.95	1.39		
Minimum				1.13	1.06		
Maximum				2.75	1.66		
Standard Deviation				0.40	0.15		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Highest Quartile - Socio-Economic Status Scale
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	49.91	1.34	2.37	1.54	3,277	0.87
Taking Academic Courses, Feb '84	SY3C	65.09	1.57	3.56	1.89	3,277	0.83
Looking for Work, Feb '84	SY3I	2.76	0.45	2.49	1.58	3,277	0.29
Currently Married	SY57	5.87	0.71	3.82	1.74	3,275	0.41
Have One or More Children	SY66A	3.48	0.39	1.38	1.18	2,999	0.33
Expect To Have 3 or More Children	SY65	48.35	1.16	1.75	1.32	3,138	0.88
Have Served on Military Active Duty	SY44	3.23	0.37	1.48	1.18	3,277	0.31
If in PSE '82-'84: Earned No Degree	SY18J-28J	47.62	2.48	2.11	1.45	915	1.65
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	1.25	0.46	1.54	1.24	915	0.37
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	4.49	0.85	1.56	1.25	915	0.68
Enrolled in Postsecondary Education, Oct '82	PSESOC82	75.48	0.93	1.51	1.23	3,261	0.75
Enrolled in Postsecondary Education, Oct '83	PSESOC83	71.79	1.48	3.58	1.87	3,258	0.79
If Employed: In Clerical Occupation, Oct '83	SY47A-58A	24.63	2.86	1.63	1.28	378	2.24
Employed, Oct '83	JOBSOC83	61.86	1.11	1.67	1.29	3,238	0.85
Have Used Pocket Calculator	SY9A2-A4	95.71	0.51	2.88	1.41	3,224	0.36
Have Used Computer Terminal	SY9B2-B4	66.36	1.14	1.82	1.35	3,131	0.84
Have Used Mainframe Computer	SY9E2-E4	33.12	1.23	2.85	1.43	3,885	0.86
Have Used Video Tape Recorder	SY9F2-F4	64.54	1.38	2.27	1.51	3,898	0.86
Have Used Audio Cassette Deck	SY9H2-H4	95.18	0.47	1.53	1.24	3,171	0.38
Have Used Word Processor	SY9I2-I4	14.36	0.82	1.74	1.32	3,169	0.62
Currently Registered To Vote	SY78	62.29	1.27	2.22	1.49	3,217	0.85
Have Voted in Election within Last Two Years	SY71	48.87	1.23	2.81	1.42	3,282	0.87
Being Successful in Job Very Important	SY72A	86.86	0.76	1.64	1.28	3,286	0.68
Marrying the Right Person Very Important	SY72B	86.57	0.75	1.55	1.25	3,286	0.68
Having Lots of Money Very Important	SY72C	28.65	1.15	2.88	1.44	3,284	0.88
Being a Community Leader Very Important	SY72F	11.33	0.87	2.42	1.56	3,199	0.56
Better Opportunities for Children Very Important	SY72G	59.56	1.39	2.55	1.68	3,184	0.87
Correcting Inequalities Very Important	SY72J	12.96	0.88	2.21	1.49	3,287	0.59
Having Children Very Important	SY72K	49.31	1.34	2.28	1.51	3,288	0.88
Having Leisure Time Very Important	SY72L	78.63	0.89	1.52	1.23	3,287	0.72
Mean				2.85	1.42		
Minimum				1.38	1.18		
Maximum				3.56	1.89		
Standard Deviation				0.56	0.19		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Never Attended Postsecondary Institution
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	65.17	0.80	1.80	1.37	5,549	0.64
Taking Academic Courses, Feb '84	SY3C	1.17	0.19	1.74	1.32	5,549	0.14
Looking for Work, Feb '84	SY3I	17.06	0.70	1.90	1.38	5,549	0.51
Currently Married	SY57	20.65	0.76	1.97	1.40	5,536	0.54
Have One or More Children	SY66A	21.22	0.95	2.65	1.63	4,907	0.58
Expect To Have 3 or More Children	SY65	27.77	0.74	1.44	1.20	5,284	0.62
Have Served on Military Active Duty	SY44	10.83	0.60	2.05	1.43	5,541	0.42
If in PSE '82-'84: Earned No Degree	SY18J-28J	87.81	0.48	1.16	1.08	5,362	0.45
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	0.06	0.04	1.20	1.13	5,362	0.03
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	.00	.00	0.05	0.23	5,362	.00
Enrolled in Postsecondary Education, Oct '82	PSESOC82	0.00	0.00	n/a	n/a	5,558	0.00
Enrolled in Postsecondary Education, Oct '83	PSESOC83	0.00	0.00	n/a	n/a	5,558	0.00
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	20.31	1.76	2.32	1.52	1,215	1.15
Employed, Oct '83	JOBSOC83	70.11	0.96	2.39	1.55	5,400	0.62
Have Used Pocket Calculator	SY9A2-A4	83.94	0.70	2.37	1.54	5,324	0.50
Have Used Computer Terminal	SY9B2-B4	26.79	1.01	2.58	1.61	5,009	0.63
Have Used Mainframe Computer	SY9E2-E4	12.99	0.62	1.67	1.29	4,923	0.48
Have Used Video Tape Recorder	SY9F2-F4	47.03	0.89	1.58	1.26	5,026	0.70
Have Used Audio Cassette Deck	SY9H2-H4	81.97	0.70	1.70	1.30	5,196	0.53
Have Used Word Processor	SY9I2-I4	4.29	0.39	1.92	1.39	5,315	0.28
Currently Registered To Vote	SY70	44.90	1.02	2.25	1.50	5,404	0.68
Have Voted in Election within Last Two Years	SY71	24.90	0.80	1.84	1.36	5,372	0.59
Being Successful in Job Very Important	SY72A	80.95	0.83	2.37	1.54	5,364	0.54
Marrying the Right Person Very Important	SY72B	87.35	0.60	2.26	1.50	5,366	0.45
Having Lots of Money Very Important	SY72C	31.10	0.93	2.16	1.47	5,365	0.63
Being a Community Leader Very Important	SY72F	9.49	0.56	1.97	1.40	5,326	0.40
Better Opportunities for Children Very Important	SY72G	80.24	0.66	1.40	1.22	5,337	0.55
Correcting Inequalities Very Important	SY72J	13.77	0.80	2.07	1.69	5,320	0.47
Having Children Very Important	SY72K	49.30	1.00	2.12	1.46	5,340	0.60
Having Leisure Time Very Important	SY72L	67.46	1.00	2.07	1.70	5,377	0.64
Mean				1.96	1.37		
Minimum				0.05	0.23		
Maximum				2.07	1.70		
Standard Deviation				0.57	0.27		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Continuous Enrollment in Postsecondary Institutions
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	44.98	1.00	2.42	1.56	5,144	0.69
Taking Academic Courses, Feb '84	SY3C	87.32	0.72	2.39	1.55	5,144	0.46
Looking for Work, Feb '84	SY3I	6.28	0.11	2.00	1.42	5,144	0.07
Currently Married	SY57	1.81	0.23	1.55	1.25	5,142	0.19
Have One or More Children	SY66A	0.96	0.19	1.72	1.31	4,738	0.14
Expect To Have 3 or More Children	SY65	48.93	1.00	2.39	1.55	4,949	0.70
Have Served on Military Active Duty	SY44	1.02	0.17	1.51	1.23	5,144	0.14
If in PSE '82-'84: Earned No Degree	SY18J-28J	0.00	0.00	n/a	n/a	000	0.00
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	7.01	1.07	1.41	1.19	000	0.90
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	13.03	1.09	2.43	1.56	000	1.21
Enrolled in Postsecondary Education, Oct '82	PSESOC82	100.00	0.00	n/a	n/a	5,145	0.00
Enrolled in Postsecondary Education, Oct '83	PSESOC83	100.00	0.00	n/a	n/a	5,145	0.00
If Employed: In Clerical Occupation, Oct '83	SY47A-50A	28.49	3.24	1.55	1.24	301	2.60
Employed, Oct '83	JOBSOC83	59.93	0.91	1.75	1.32	5,066	0.69
Have Used Pocket Calculator	SY9A2-A4	98.15	0.23	1.47	1.21	5,071	0.19
Have Used Computer Terminal	SY9B2-B4	72.10	0.97	2.31	1.52	4,964	0.64
Have Used Mainframe Computer	SY9E2-E4	35.99	1.00	2.41	1.55	4,771	0.69
Have Used Video Tape Recorder	SY9F2-F4	61.01	1.03	2.19	1.48	4,004	0.70
Have Used Audio Cassette Deck	SY9H2-H4	95.13	0.48	2.50	1.50	5,000	0.30
Have Used Word Processor	SY9I2-I4	15.00	0.06	2.03	1.60	4,950	0.51
Currently Registered To Vote	SY70	64.66	1.06	2.50	1.50	5,054	0.67
Have Voted in Election within Last Two Years	SY71	43.11	1.09	2.42	1.56	5,030	0.70
Being Successful in Job Very Important	SY72A	90.46	0.64	2.37	1.54	5,053	0.41
Marrying the Right Person Very Important	SY72B	07.70	0.56	1.47	1.21	5,040	0.46
Having Lots of Money Very Important	SY72C	27.17	0.09	2.01	1.42	5,040	0.63
Being a Community Leader Very Important	SY72F	11.43	0.66	2.17	1.47	5,030	0.45
Better Opportunities for Children Very Important	SY72G	60.62	0.05	1.53	1.24	5,020	0.69
Correcting Inequalities Very Important	SY72J	14.40	0.62	1.55	1.24	5,040	0.50
Having Children Very Important	SY72K	49.07	1.07	2.29	1.51	5,041	0.70
Having Leisure Time Very Important	SY72L	77.94	0.04	2.09	1.45	5,052	0.50
Mean				2.05	1.42		
Minimum				1.41	1.19		
Maximum				2.03	1.60		
Standard Deviation				0.42	0.15		

High School and Beyond Second Follow-Up Estimated Percentages,
Standard Errors and Design Effects

1980 Sophomore Cohort - Non-continuous Enrollment in Postsecondary Institutions
Weight=FU2WT

Survey Item (or Composite Variable)	Item Number	Estimate	SE	DEFF	DEFT	N	SE-SRS
Working Full Time, Feb '84	SY3A	65.46	1.39	2.48	1.57	2,987	0.88
Taking Academic Courses, Feb '84	SY3C	28.88	1.12	2.22	1.49	2,987	0.75
Looking for Work, Feb '84	SY3I	9.32	0.78	2.18	1.45	2,987	0.54
Currently Married	SY57	18.41	0.87	2.34	1.53	2,986	0.57
Have One or More Children	SY66A	8.84	0.88	2.18	1.45	2,629	0.55
Expect To Have 3 or More Children	SY65	36.74	1.52	2.75	1.66	2,773	0.92
Have Served on Military Active Duty	SY44	4.22	0.53	2.02	1.42	2,986	0.37
If in PSE '82-'84: Earned No Degree	SY18J-28J	0.00	0.00	n/a	n/a	783	0.00
If in PSE '82-'84: Earned Vocational Degree	SY18J-28J	3.44	0.99	2.06	1.44	783	0.69
If in PSE '82-'84: Earned 4 Year College Degree	SY18J-28J	0.76	0.48	1.58	1.22	783	0.33
Enrolled in Postsecondary Education, Oct '82	PSESOC82	56.75	1.19	1.65	1.29	2,861	0.93
Enrolled in Postsecondary Education, Oct '83	PSESOC83	47.66	1.39	2.28	1.48	2,844	0.94
If Employed: In Clerical Occupation, Oct '83	SY47A-58A	32.72	2.52	1.75	1.32	684	1.91
Employed, Oct '83	JOBSOC83	69.25	1.39	2.61	1.62	2,863	0.86
Have Used Pocket Calculator	SY9A2-A4	93.63	0.59	1.63	1.28	2,831	0.46
Have Used Computer Terminal	SY9B2-B4	51.35	1.31	1.88	1.37	2,729	0.96
Have Used Mainframe Computer	SY9E2-E4	25.37	1.35	2.55	1.60	2,668	0.84
Have Used Video Tape Recorder	SY9F2-F4	55.71	1.37	2.07	1.44	2,714	0.95
Have Used Audio Cassette Deck	SY9H2-H4	90.91	0.68	1.21	1.10	2,778	0.55
Have Used Word Processor	SY9I2-I4	18.42	0.64	1.23	1.11	2,782	0.58
Currently Registered To Vote	SY70	55.59	1.25	1.79	1.34	2,836	0.93
Have Voted in Election within Last Two Years	SY71	36.86	1.37	2.29	1.51	2,828	0.90
Being Successful in Job Very Important	SY72A	86.62	0.82	1.61	1.27	2,817	0.64
Marrying the Right Person Very Important	SY72B	88.52	1.01	2.08	1.67	2,814	0.60
Having Lots of Money Very Important	SY72C	29.05	1.22	2.02	1.42	2,813	0.86
Being a Community Leader Very Important	SY72F	8.97	0.65	1.47	1.21	2,809	0.54
Better Opportunities for Children Very Important	SY72G	75.10	1.06	1.69	1.30	2,796	0.82
Correcting Inequalities Very Important	SY72J	14.05	1.25	3.63	1.91	2,802	0.66
Having Children Very Important	SY72K	48.06	1.31	1.92	1.39	2,810	0.94
Having Leisure Time Very Important	SY72L	73.42	1.14	1.88	1.37	2,818	0.83
Mean				2.05	1.42		
Minimum				1.21	1.10		
Maximum				3.63	1.91		
Standard Deviation				0.58	0.17		